DOCUMENT RESUME

ED 297 301 CS 009 255

TITLE Basic Skills--Reading: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).
INSTITUTION Michigan State Board of Education, Lansing.
PUB DATE May 87
NOTE 77p.; Reprinted with permission from the National Diffusion Network; Twelfth Edition, 1986. For related document, see CS 211 431.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Demonstration Programs; Diagnostic Teaching; Elementary Secondary Education; Individualized Instruction; *Program Descriptions; Reading Instruction; *Reading Programs; Remedial Reading; Skill Development
IDENTIFIERS National Diffusion Network

ABSTRACT

This booklet presents descriptions of 72 successful basic skills reading programs collected from school districts nationwide by the National Diffusion Network. Information provided for each program includes: (1) program name and brief description; (2) audience focus (noting grade and ability levels); (3) a detailed abstract of the program; (4) requirements for implementation; (5) costs of materials; (6) services provided by the program; and (7) names and addresses of program directors. The 61 categories include programs in classroom management, tutoring, learning resource centers, staff development, and parent involvement. Programs include: Basic Skills in Reading (BASK); Computer Utilization in Education (CUE); Preschool and Improvement of Reading (PRIOR); and Team Oriented Corrective Reading (TOCR). The booklet provides an alphabetical table of contents, in addition to category and grade level (prekindergarten through grade 12) indices for the programs. (MM)

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Proven Exemplary Educational Programs and Practices:

A Collection from the

national diffusion network

Basic Skills-Reading

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INTRODUCTION

The National Diffusion Network facilitates the exchange of information between the developers of successful projects and adopting districts. Many of the projects receive federal funding as Developer Demonstrators to provide teacher training, materials, and technical assistance to those who adopt their programs. Through the State Facilitator Project, the Michigan Department of Education is the principal link between Developer Demonstrators and those adopting new programs. The Department can help in the identification of programs to address current local needs, and in the adoption and implementation process.

The information contained in this booklet presents descriptions of educational programs that have been validated as successful. These projects have been developed by individual school districts throughout the nation, in response to their local needs. The Joint Dissemination Review Panel of the U.S. Department of Education has reviewed and validated the data presented by each project. These programs are available for adoption by other districts.

The following introductory pages contain an alphabetical table of contents, an index of programs by category and an index of programs by grade level(s) for which the programs have been validated. Some programs have been used successfully at other grade levels. This is noted in the abstracts. The Department of Education can assist in adoption of a program only at the grade level(s) for which it has been validated.

For further information about any of these programs, or for assistance in adopting or implementing one of the programs, please feel free to contact Mrs. Patricia Slocum, Michigan State Facilitator, Office of Grants Coordination and Procurement, Michigan Department of Education, Post Office Box 30008, Lansing, Michigan 48909, telephone (517) 373-1806.

May 1987

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AIRS: Andover's Integrated Reading System. A diagnostic prescriptive reading program designed to teach basic skills and foster enjoyment of literature.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description Andover's Individualized Reading System (AIRS) was developed to provide quality education in the regular classroom by promoting: consistency of curricula throughout the system; competence in teaching skills; enjoyment of literature by students; and significant growth in reading scores.

AIRS basic skills for grades 1-6 are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. Reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to the Economy Company's 1975 and 1986 texts, which build a strong phonetic base. To this program AIRS adds handwriting lessons, dictations, spelling, sight word study, and criterion-referenced posttests. AIRS also provides skill books for teaching comprehension and word meaning to students in grades 1-6 and structural skills in grades 2-6. Each booklet contains lesson(s), follow-up(s), reinforcement practices, and a posttest. Students spend a portion of their reading time using individualized reading and literature books. Student achievement at all levels is monitored using criterion-referenced tests in phonics, structural skills, word recognition, comprehension, and word meaning. Progress throughout the program is outlined by continuums for each grade level. Records are kept for groups and individuals. Since its approval by JDRP, additional components have been developed to make AIRS a total language arts program. They include grammar, spelling, capitalization/punctuation, and grammar/word usage. Students spend 10-12 hours a week on the total language arts program.

AIRS uses the Mastery Management System software for computer assisted management of the comprehension component. AIRS/MMS enables AIRS adopters to use the Apple microcomputer for scoring and analyzing tests, monitoring student progress, and prescribing appropriate study helps.

AIRSware, developed under a grant from the Apple Education Foundation, is instructional software for reinforcing and enriching the AIRS Word Meaning component.

Requirements Two and one-half days—(1/2 day of workshop preparation and two days of follow-up training)—are recommended for implementation of the total program. Program is designed to be used by an entire system as a total language arts program or by a single school. Individual AIRS components, such as comprehension, may be adopted to supplement an existing program. A complete set of materials for each component adopted is needed.

Costs The AIRS Reading Program consists of 135 student booklets ranging in price from $1.50 to $4.00, and more than 5 teacher resources ranging from $2.25 to $24.50. Approximate cost of a total reading program for a class of 30 students is $1390.00. (Per pupil cost $46—prorated over 5 years—$9.00 per year.) Phonics, Individualized Reading, and Comprehension programs use commercially available publications: basals for grades 1 and 2, trade books for grades 1-6, and skill booklets for reinforcement.

Services Visitors are welcome by appointment. Exemplary project staff assists in program planning and conducts workshops that include presentations and demonstrations for each component being implemented. Follow-up consultations by project staff: average of two visits, length determined by size of adoption. Awareness materials and teacher guides provided for trainees prior to workshop sessions. Information regarding financial arrangements will be provided upon request.

Contact ***Theresa G. Murphy, Executive Director, or Aline Rubin, Project Consultant; Andover Public Schools, Bartlet Street, Andover, MA 01810. (617) 470-3800, ext. 373.***

Developmental Funding: USOE ESEA Title III and Local

JDRP No. 74-25 (4/29/74)
Recertified (4/85)

ALPHAPHONICS: Beginning Reading Program. A 26-week success-oriented phonics system to be used as a foundation for any reading system or program.

Audience Approved by JDRP for kindergarten students. This program has also been used in other settings for preschool, special education, bilingual education, and Title I students in primary grades.

Description Alphaphonics increases reading achievement by promoting the acquisition of basic reading readiness and language skills while helping children develop positive academic self-images. The program utilizes discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, the friendly visitor from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

The daily Alphaphonics lesson lasts 20-30 minutes. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require a teacher's aide, although the use of aides allows increased individual attention to each student.

This program is also available in a Spanish version.
Supplementary computer software available—Alphaget and Astro's ABC's.

Requirements The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the *Alphaphonics* manual and Astro's Bag. A variety of educational and motivational materials to enhance the program are useful and highly recommended.

Costs *Alphaphonics* manual including Astro's Bag (one per classroom), $50 (required start-up); Astro Doll, $50; One to One, $3; Game Book, $5.50 (desirable); set of materials, $112 per classroom; individualized reading, $95 (optional); worksheet pads, $3.50 each; rubber stamps, $20; large alphabet cards (26 per set), $15; Astro's iron-on transfers, $4; Computer Game, $50; Sticker Badges, $25; Writing Dotto Masters, $10; Large Poems, $30; small poems, $5.50; 7 disk Computer Program ($30.00 each disk), $175 per set.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopters pay only their own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jeanne Stout Burke, Judith Brown or Gretchen Ross, Co-Directors; Alphaphonics; Sunshine Gardens School; 1200 Miller Avenue; South San Francisco, CA 94080. (415) 588-8082.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-15 (2/25/74)

BASIC: Basic Adaptable Skills for the Individual Child. Offers training in the Primary Education Program (PEP). The PEP program is a highly structured, sequential, and individualized curriculum in readiness, mathematics and reading.

Audience Project BASIC has been approved by JDRP for kindergarten through fourth grade. The PEP curriculum has been adopted successfully by public and private day care facilities, nursery schools, preschool and elementary handicapped programs, kindergartens and first grades.

Description The Primary Education Project (PEP) was designed for children from preschool through the early primary grades. PEP, an individually prescribed program, is based on the concept that cognitive development proceeds in an essentially hierarchical fashion; certain abilities appear earlier than others, and early appearing abilities comprise building blocks or pre-requisites for acquiring more complex abilities.

The objectives of the PEP program are met by using a combination of structured curricula and informal child selected activities. The structured curricula include components in quantification, classification, visual motor, auditory motor, general motor and letters and numerals. Each component emphasizes student self-management skills, positive reinforcement, continuous pupil progress, accurate and well-defined recordkeeping, and parent involvement. The curriculum is characterized by five critical elements; structured curricula for each content area comprised of a series of behavioral objectives arranged in a hierarchical order by unit and level; an assessment system of criterion-referenced tests matched to curriculum objectives; a management system designed to provide individual prescriptions and learning experiences; individualized instructional materials and teacher-constructed materials; and a monitoring and recordkeeping system depicting the location and mastery level of every student in each area.

The structured curricula just described are complemented by learning experiences in which children are encouraged to integrate and further develop their cognitive skills by engaging in self-selected and self-defined activities, and by interacting with peers in the course of learning tasks. The activities required to keep an individualized classroom running smoothly are termed management skills and are an integral part of BASIC's PEP program.

Requirements The decision to replicate any part of BASIC should be jointly shared by administrators, teachers and parents. Teachers are trained in implementation and monitoring. The Resource Center assists with preservice training and inservice training and provides continued assistance for the first two years. Special emphasis is placed on the individual school's management needs and evaluation.

Costs Cost of replication varies with school size, degree of implementation and equipment already available. The cost for all components of the PEP curriculum will be between $800 and $1000. Minimal replacement costs would be expected in the following years, usually not exceeding $100.

Services Awareness materials are available at no cost. A slide-tape and video tapes are available on loan. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided either at the project site or at the adopter site. Follow-up assistance is available to adopters for one year.

Contact ***Kathleen Haug, Resource Center Coordinator; Sibley School; Montevideo, Minnesota 56265. (612) 269-6471.***

Developmental Funding: ESEA Title I

JDRP No. 74-124 (12/16/74)

BASIC—CALIFORNIA DEMONSTRATION PROGRAM IN READING. A program to improve reading and writing skills through the content areas. Approved by JDRP for students, grades 7-8.

Description BASIC's program cycle serves the entire regular education student body of the school across the range of reading abilities for a period of two consecutive years. Appropriately designed instruction is provided to both students who read below grade level and those who read on or above grade level. Based on reading performance, a reading specialist places each student in one of four reading levels. BASIC's emphasis is on the learning of processes which apply to any content area or learning situation. A master set of learning and thinking processes are taught throughout the program for the acquisition of new vocabulary, the improvement of writing skills, reading comprehension, and extension of skills requiring higher cognitive levels of functioning. Students are taught to overview and preview materials before beginning more intensive study; they are taught how to organize materials and information to increase learning efficiency and improve understanding. Instruction is delivered in the English, social studies and math classes through three strands; small group reading and language skills instruction, class size group activities, and computer assisted instruction. Small group activities are scheduled and each participant receives intensive reading and writing skills instrcucion daily in one of the content classes. Two reading specialists and classroom paraprofessionals assist the regular teachers during small group sessions, and meet weekly to maintain instructional coordination.

Contact ***Donna Kay LeCzel; Benjamin Franklin Middle School; 1430 Scott Street; San Francisco, CA 94115. (415) 567-0929 or (415) 565-9654.***

Developmental Funding: JDRP No. 83-32 (3/25/83)

BASIC SKILLS IN READING (BASK). An exemplary project providing special instruction in the basic skills necessary for reading success.

Audience Approved by JDRP for readers grades 1-3 scoring below the 40th percentile on the Gates-MacGinitie Reading Survey. This program has also been used in other settings with grades 4-6.

Description BASK is an adoptable/adaptable program that can be used in several ways to upgrade reading skills. Target pupils are remedial. It is a pull-out project, using a criterion-referenced format and including individualized diagnosis, prescription, and instruction. The BASK curriculum is targeted to basic reading skills—readiness, phonics, structural analysis, comprehension, and study reference skills. Each child in the program receives 150 minutes of instruction weekly (30 minutes daily), working in small groups or on a one-to-one basis. The heart of the project is the individualized small-group instruction given daily. Frequent diagnosis and flexible prescriptive teaching ensure pupils' experience of success. Computerized information retrieval is used for diagnosis, prescription, and record keeping. The computer processes progress reports for parents and school staff. The project is also designed for manual record keeping and data processing.

Requirements Adopting district must make firm commitment to the use of BASK, provide necessary training, and assign supportive staff to concentrate on the project.

Costs Cost of adoption varies with the number of persons trained, length of training required, project staff expenses for adopter-site training, adopter staff expenses for project-site training. Adopters must purchase training materials. Training manual (one per trainee), $15. A reading specialist trained at project site to train others at adopter site also needs a trainers' guide, $25. Adopter must purchase one set of tests, $25. A cost analysis sheet is available.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out of state awareness meetings (expenses must be paid). Training (two or more days) is provided at project site (adopter pays its own expenses and purchases materials). Training is also conducted at adopter site (costs to be negotiated).

Contact ***Mary C. Freitas, Coordinator; ECIA Chapter I Office; 49 Ashland Street, Manchester, NH 03104. (603) 624-6426.***

Developmental Funding: USOE ESEA Title I

JDRP No. 75-68 (9/11/75)
Recertified (11/84)

BOOKS AND BEYOND: A program that improves the reading skills of students by motivating them to read more and watch TV less.

Audience Approved by JDRP for students in grades K-8.

Description Books and Beyond is a program that produces positive changes through incentives to read more outside of school. Success for diverse participant is assured by a self-pacing, individualized approach. Using parent education and student self-monitoring techniques, participants become more aware of their TV viewing habits and more discriminating in their allocation of time between recreational reading and television viewing.

Participants in the Books and Beyond Program demonstrated significant gains in reading achievement when compared with a control group study as measured by the CTBS Reading Test.

Requirements A one-half day training session and the Books and Beyond manuals are necessary for successful adoption. The manuals include graphic designs for bulletin boards, reproducible forms for student and teacher materials, parent newsletters, instructions for implementation, student awards, ideas for adaptations and helpful hints. The training topics include: project preparation, background information on students' TV habits, recreational reading strategies, introduction to the Literature at Home program, and activities to stimulate recreational reading while developing discrimination in TV viewing.

Costs Costs of implementation include training, manuals, local reproduction of materials, supplies and student awards. The cost per pupil (N=550) is $2.15 with a recurring cost of $1.82.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available for awareness meetings (cost to be negotiated). Full awareness and evaluation packet available—$2.00.

Contact ***Ms. Ellie Topolovac, Project Director, Solana Beach School District, 309 North Rios Street, Solana Beach, CA 92075; (619) 755-8000. Ann Collins, Coordinator (619) 755-8000.***

Developmental Funding: ESEA Title IV-C

JDRP No. 84-8 3/20/84

PROJECT CATCH-UP. A diagnostic/prescriptive program in reading and/or math.

Audience Approved by JDRP for students in the lowest quartile in reading or math, grades 1-6. This program has been used successfully with students at other achievement levels and in grades K-12.

Description Project Catch-Up is a laboratory program of continuous diagnosis and pinpoints teaching in reading and/or math skills for underachieving children that can be adapted into any existing reading or math program.

Classroom and laboratory teachers work closely to identify program participants and formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of continuous diagnostic testing. They then select materials and methods from a wide variety of high-interest resources available in the laboratory to meet the child's needs. Children spend an average of one-half hour per day in the laboratory, in groups of one to four, working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success and moves toward the acquisition of more difficult skills armed with increased confidence.

A list of recommended instructional materials and equipment, selected by project teachers, is available. Results can be achieved with limited resources if a diagnostic prescriptive method is used in a success-oriented environment.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

Achievement: Students have on the average at least doubled their rate of growth in math and reading skills as measured by the CTBS and THE CAT.

Requirements A school district interested in adopting or adapting Project Catch-Up should be able to: provide a laboratory-type setting of any size (we started in a closet, but at present have a classroom); administer diagnostic tests to participating children; provide professional instruction to meet diagnosed needs; and use high-interest materials insofar as they are available. The project can be adopted by a grade level or a school, and it can offer instruction in reading, math or both.

Costs The Starter Kits are $12. Diagnostic test budget, $.50 per student for math (commercially published); $.92 per student for reading (commercially published). Recommended: $100 to $400 for basic instructional materials, math and reading—non consumable. Optimum: $1,500 per site to enrich instructional materials selection.

Services Awareness materials are available at no cost. Visitors are welcome at project site on Fridays. Project staff are available to attend out-of-state awareness meetings. Training is available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Fay Harbison; Project Catch-Up; P.O. Box 2506; Newport Beach, CA 92663. (714) 548-4240.***

Developmental Funding: ESEA Title I

JDRP No. 34 (4/4/73)
Recertified (10/84)

A CHANCE FOR EVERY CHILD. A diagnostic/prescriptive program for low-achievers carried out within the regular classroom and monitored by consultants. Approved by JDRP for low-achieving students and their teachers in grades 1-6.

Description A Chance for Every Child uses a team approach to solve the problems of low-achieving students within the regular classroom. Reading specialists work with classroom teachers and principals to develop a sequential program for selected students.

The project's unique success cycle is due to eight factors: the classroom teacher retains instructional responsibility; classroom teacher-consultant dialogue is continual; teacher managerial and instructional skills are upgraded; the student is provided with instruction at his/her individual level; high-interest materials and student recognition are effective motivators; teacher and student attitudes change gradually; high morale is maintained for teachers and students; and achievement, self-confidence and motivation continue to grow.

Contact ***Kathryne D. Sowinski, Director; Title I; Van Dyke Public Schools; 22100 Federal; Warren, MI 48089. (313) 757-3438 or 757-6600, ext. 316.***

Developmental Funding: USOE ESEA Title I

JDRP No. 76-89 (7/1/76)

CHAPTER I READING, GRADES 2-6 (formerly Title I Reading, Grades 2-6). A diagnostic/prescriptive approach to the teaching of remedial reading through a locally developed management system. Approved by JDRP for students grades 2-6 performing at or below the 40th percentile in reading residing in Chapter I attendance Centers.

Description The major goal of the Fort Dodge Chapter I reading projectis to provide individualized instruction for target students so that they may become competent, independent readers. A management system developed by the Fort Dodge staff is the core of the program. It is flexible enough to be adapted to any basal series and to the needs and philosophy of any adopting district. This system has five components. The Hierarchy of Skills is a listing of essential reading skills stated in behavioral terms, placed in sequential order, and divided into three levels of difficulty. The three skill strands within the hierarchy are decoding, lanaguage development, and comprehension. There are pre and post-tests for each skill. The Individual Student Record Form is a chart listing all of the skills in the hierarchy in condensed form. For each skill there is space for pre and post-testing dates and teachers' comments. These forms become the children's individual educational plans and transfer with them if they leave the attendance center. A Resource File consists of instructional materials coded to correspond to skills in the heirarchy and described on file cards, as well as suggestions for teaching specific skills and examples of student activities. The Parent Report Form, "From School House to Your House", is a nonthreatening progress report form to be used when conferences are not held. The Parent Handbook is an idea book of activites for parents to use in everyday situations to build reading skills.

Contact ***Carol Johannsen, Chapter I Coordinator; or Gordon Willard, Curriculum Director; 330 1st Avenue North; Fort Dodge, IA 50501. (515) 576-1161.***

Developmental Funding: USOE ESEA Title I

JDRP No. 79-13 (4/17/79)

CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program. An individualized reading program increasing the basic skill reading-achievement levels of inner-city students. Approved by JDRP for pupils grades 1-6.

Description Each student is individually assessed and placed on a level where he/she can function effectively with the curricular materials in use. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, using any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to the next. The validators judged the program to be inexpensive to implement and highly motivating for participating students because of its use of contracts and self-correctional procedures and its built-in success factors. The Classroom Intervention Project has three major objectives: attainment of a year's growth per year in regular inner-city classrooms; attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that achievers acquire reading skills at a rate of 1.0 gain per year.

Contact ***Wayne E. Foley, or Robert B. Hamilton; 520 N.E. Ravenna Blvd.; Seattle, WA 98115. (206) 587-4334.***

Developemental Funding USOE ESEA Title III

JDRP NO. 75-77 (11/10/75)

PROJECT CLIMB (Coordinated Learning Integration—Middlesex Basics). A program for excellence in basic skills in reading and mathematics.

Audience JDRP approved for students of all ability levels K-12.

Description Project CLIMB, a diagnostic/prescriptive approach in the acquisition of mathematics and reading skills, provides a management design for coordinating and integrating classroom and support personnel using existing instructional materials.

A teacher-developed and teacher-tested curriculum component which:

- *Identifies reading and mathematics basic skills for grades K-12 in the form of skills arrays.
- *Provides an evaluation system in the form of criterion referenced tests for each basic skill identified.
- *Provides a recordkeeping system that monitors student progress through Grades K-12.

The training component includes methods for:

- *Utilization of the curriculum components.
- *Identification and correlation of adopting district's curriculum materials to CLIMB skills arrays.
- *Administrative tactics for coordinating classroom instruction with support personnel.
- *Classroom implementation.
- *Incorporating basic skills into content areas.

Requirements Teachers and administrators participate in a two day training for effective utilization for CLIMB curriculum and management design. A follow-up training session is recommended. Teachers must be supplied with the CLIMB curriculum materials. The program can be adopted in either reading and/or mathematics at any or all grade levels.

Costs Start up costs are approximately $100/teacher for curriculum materials and supplies, including skills arrays, criterion-referenced tests on two grade levels, student recordkeeping folders, class profile sheet and training manual. Maintenance costs are minimal. Training costs are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or adopter site. Implementation and follow-up services are available to adopters. All costs are negotiable.

Contact ***Barbara Brenner, Director; Project CLIMB; Middlesex Public Schools; Administration Offices; Kennedy Drive; Middlesex, New Jersey 08846. (201) 968-4494.***

Developmental Funding: NJ TEEA R&D, USOE ESEA Title IV-C

JDRP No. 81-44 (1/28/82)
Recertified (9/85)

PROJECT COAST: Cognitively Oriented Approach to Skills Teaching. A cognitively oriented program for mathematics, language development/writing, and the application of skills through the use of learning centers.

Audience Approved by JDRP for students of all abilities and socioeconomic backgrounds in grades K-3.

Description The goals of Project COAST are growth in mathematics and communication skills through strategies that develop related concepts and provide opportunities for the application of skills. There are three program components: mathematics, language development/writing, and learning centers. A management system for small-group math instruction and the use of relevant manipulative instructional materials support a more individualized approach to concept and skill development. The understanding of mathematical concepts forms the "cubbyholes" within which skills are stored for easier retrieval.

Active units of study for various types of literature form the cognitive framework for expanding skills in oral and written communication. The resulting understanding allays the students' fears of not having "anything to write about." This process utilizes the language experience approach and naturally integrates all of the language arts (speaking, listening, writing, and reading) in a purposeful way. Communications and mathematics skills checklists based on Florida Minimum Performance Standards are available to aid the teacher in documenting student achievement.

Learning centers in the classroom allow children to make choices and work independently as they apply basic skills, solve problems, and make decisions. A well-planned and time-tested management system for centers provides the parameters within which the students are given the motivation and opportunity to be thoroughly involved in their own learning. The teacher's interactions and observations during this segment provide the basis for more appropriate direct instruction.

Requirements Several combinations of program components and training options will be made available in order to meet the specific needs, characteristics, and resources of each site. The adopting district must provide a facilitator (curriculum coordinator or administrative staff member) for an average of one hour per classroom per week to assist in the implementation and evaluation of the COAST program. The program can be adopted by as few as one district facilitator and two classroom teachers.

Costs The adopting district will allocate or secure funds to provide for (1) a part-time district facilitator for local implementation/evaluation, (2) the COAST consultant's travel expenses and per diem, and (3) time, space, and materials for program staff inservice workshops. COAST curriculum materials cost approximately $33 per classroom. Other needed materials are either teacher-made or are those typically found in elementary classrooms.

Services Awareness materials are available at no cost. Demonstration classrooms may be visited upon adoption. Project staff are available to attend awareness meetings (costs to be negotiated). Needs assessment, training, and follow-up services for classroom teachers and administrators are provided at adopter sites (costs to be negotiated).

Contact ***Mary F. Hancock, Director; Project COAST; or David Bidwell, Director; Panhandle Area Education Cooperative (PAEC); 411 West Blvd. S; Chipley, FL 32428. (904) 638-4131.***

Developmental Funding: USOE Follow Through

JDRP No. 77-123c (2/4/81)

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM (CADPP) in Reading and Mathematics. A computer-managed program, utilized to generate personalized educational plans (prescriptions) for a diagnostic/prescriptive approach in Reading and Mathematics instruction.

Audience Approved by JDRP as a reading program for grades 3-9 and as a Mathematics program for grades 3-7.

Description The CADPP is a data-based management system which allows a user to load: 1) learning characteristics of individual students, to include age, instructional level and identified learning modality, if applicable; and 2) skill-oriented characteristics of available instructional materials, to include readability level, interest level, and modality utilized, into a computerized filing/retrieval system. Once these files are loaded, the CADPP cross-references these files to match similar student characteristics to material characteristics, and produces customized prescriptions (personalized educational plans) for each participating student, based upon the reinforcement skills requested by the instructor.

In addition to generating prescriptions, the CADPP tracks an individual child's yearly activities and can produce cumulative reports for: skills instructed and skills mastered, with date of mastery; and total listings of all instructional materials utilized during the year, or a designated period of time.

Program effectiveness is documented by a month and a half gain per month of instruction, utilizing the SRA Achievement Series, the California Achievement Test, and the CADPP CRT Series. Sustained gains studies support retention of gains.

Requirements CADPP can be adopted by a single classroom, school, district, or consortium. Adopters must have access to one of the following computers; Commodore Pet or 64; Apple II plus or IIe; Franklin; and/or TRS 80 Model III or IV. In addition, the program requires 2 disk drives and a printer for operation.

Costs A fee of $500 is charged for the CADPP software, which can be copied within the adopting district. Members of consortiums pay a $50 user's fee, and $500 is charged to the consortium. Updates and revisions are forwarded at no extra charge, and consultation from CADPP programs and/or administration is included in this cost. The CADPP Criterion-Referenced Tests (optional material) are available at $3 a booklet; CADPP Formative Test Manuals (optional material) are available for $10 a manual. Training manuals are $10 each.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Demonstration sites are also available for visitation by appointment. Project staff and certified trainers are available to attend out-of-state awareness meetings; conduct training either at adopter site, or developer/demonstration sites; and to provide follow-up services at adoption site and/or through written correspondence and telephone consultation. Costs are negotiated for services that require travel for CADPP staff.

Contact ***Debra J. Glowinski, Federal Programs Director; Office of Federal Programs, Buckingham County Schools; P.O. Box 292; Dillwyn, VA 23936. (804) 969-3111 or (804) 969-3112.***

COMPUTER UTILIZATION IN EDUCATION (CUE). A remedial reading and mathematics program utilizing microcomputers.

Audience Approved for educationally disadvantaged students in grades 3-8.

Description The overall goal of Project CUE is to increase achievement in reading and mathematics through use of the micro-computer as an integral part of the instructional and management processes, coordinating classroom instruction with Title I supplemental services. CUE is a sequentially organized, criterion-referenced reading and mathematics curriculum which can be adapted to incorporate both a state syllabus and local curriculum objectives. Criterion-referenced objectives are correlated with the skills continuum of commercially developed, computer-assisted, instructional programs and other commercial materials. The CUE curriculum includes assessment techniques which may be utilized for the purposes of student diagnosis, placement, and instructional management. The program is designated for a laboratory setting but may be used as an in-class program. Students are scheduled for five 30-minute sessions of remedial instruction per week. Time on the computer will vary depending upon student remedial area(s) and instructional needs. A student is scheduled to use the computer daily for approximately 15 minutes per session, 75 minutes weekly. The student spends remaining instructional time on reinforcement activities or on alternate, related instructional materials. One microcomputer can service 24 target students, based on a six hour day. Planning time is provided for the laboratory staff on a daily basis. Teachers, administrators, support staff, and CUE staff utilize the laboratory to access student records (criterion-test results and computer-managed instruction test results) to monitor and access student progress. These records can be viewed on a terminal or produced as a printout. Keeping the equipment in a laboratory setting allows flexibility in teacher-student scheduling and permits additional classroom coordination in the use and development of microcomputer instructional materials which correlates to the project-developed reading, mathematics, and computer awareness curricula. Using the Iowa Test of Basic Skills (Reading Comprehension and Total Math), gains of project students exceeded the expected gains based on comparisons with the norming sample. The percentage of students scoring below the 34.4 NCE on the Reading Comprehension subtest declines from year to year; 20% of the students achieve a posttest score at or above the 41.9 NCE and no longer need program intervention.

Requirements Project CUE may be implemented at the school or district level. Supervisory personnel, a certified reading teacher and a paraprofessional should participate in training activities. Attendance in a one or two-day workshop is essential to understand the CUE process, determine curricula needs, and gain in microcomputer skills. After program implementation, follow-up visits are made by demonstration staff.

Costs Installation costs vary greatly regarding equipment needs, commercial software purchased, and to what degree of implementation a district desires. As the number of students in the program increases, the cost decreases proportionately. One set of training manuals, materials, and on-site training is provided by the Project; adopters pay own travel and lodging expesnses.

Services Visitors are welcomed by appointment. Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays its own costs). Training is also conducted at adopter site (costs to be negotiated).

Contact ***Carol Heiselman/Director, Christine Gilbert/Demonstrator; Project CUE; Central Square Central School District; Central Square Central School District; Main Street; Central Square, New York 13036. (315) 668-2611, Ext. 265.***

Developmental Funding: JDRP No. 83-36 (3/28/83)

PROJECT CONQUEST. A highly individualized diagnostic and prescriptive reading program. Approved by JDRP as a reading program for grades 1-6.

Description Project Conquest, a clinical but flexible approach to reading, diagnoses the child's reading problems through a 17 step diagnostic procedure and prescribes an individualized, structured learning program to be followed by the child throughout the year. The teacher receives extensive training in remediation, testing, and related areas.

Pupils work principally alone in individual carrels while being supervised by clinicians and aides. Clinicians work individually with six students for approximately 45 minutes, four and a half days a week. Friday is game day, and only group activities are scheduled. Learning tasks are selected by teacher and/or student.

Contact ***Bettye P. Spann, Director; Conquest Demonstration Site; 1005 State St.; East St. Louis, IL. 62201. (618) 875-8800, ext. 341, 342.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-12 (2/20/74)

CONTENT READING IN SECONDARY SCHOOLS (CRISS) A program providing reading and study skills in the content areas for secondary students.

Audience Approved by JDRP for all students in grades 10-12.

Description CRISS instructional procedures are integrated into the existing science, social studies, and English curricula to provide students with the reading and study skills that will help them organize, understand, and retain course information. By using the CRISS teaching techniques, teachers develop "learn how to learn" strategies with the students.

CRISS instruction is direct and includes four sequential components: (1) introduction, (2) modeling, (3) guided practice, and (4) independent application. This instructional sequence is followed in all aspects of the program. CRISS activities are integrated into existing curricula which makes the project extremely time efficient. All necessary instructional materials for CRISS are provided in content specific manuals.

Both college and non-college bound senior high science and social studies participants in Project CRISS have demonstrated significantly greater gains ($p = .005$) in the retention of science and social studies content information than comparable non-treatment students as assessed through free recall, recognition and standardized content tests.

Requirements Project CRISS can be implemented by a district, school or classroom teacher. The program operates in a standard classroom, no special facilities are necessary. Teachers and administrators participate in a two-day inservice. An on-site project director is named to work with Project CRISS staff to develop an implementation plan for the adopting district. The district agrees to provide information on the extent and quality of implementation.

Costs Costs of two-day training are negotiable. The cost for each participant is $40.00. Training manuals for teachers and administrators are included as part of the cost.

Services Awareness materials are available at no cost, Project staff are available to attend awareness sessions (costs to be negotiated). Visitors are welcome at project site.

Contact ***Dr. Carol Santa, or Ms. Lynn Havens; Project CRISS; School District #5; 233 First Avenue East; Kalispell, Montana 59901; (406) 755-5015.***

Developmental Funding: Title IV-C

JDRP No. 84-7R (2/16/85

CRANSTON'S COMPREHENSIVE READING PROGRAM K-12. A program to improve reading performance.

Audience Approved by JDRP for all students, K-12.

Description Cranston's Comprehensive Reading Program (CCRP) is a district-wide, K-12 reading instruction and management system. The program incorporates skills sequences, mastery criteria, instructional pacing, continual performance monitoring, school-based and district-wide coordination and administration, staff development activities, and parent communication and involvement. CCRP organizes and coordinates the delivery of reading instruction for elementary and secondary school students using a variety of commercial reading texts and supplementary materials. It provides classroom and content-area teachers with a system to ensure effective instruction and monitoring of essential reading skills. At the junior/senior high school level, greater emphasis is placed on integrating learning/study skills into content area instruction. Content area teachers develop and implement instructional strategies and study skill techniques that foster this integration.

Every student is given a diagnostic assessment by the classroom teacher. The assessment is used to place each student at the appropriate instructional level. Using the skills checklist and ongoing performance monitoring, the classroom teacher adjusts the level and pace of instruction and tracks each student's progress. Students requiring substantial help are served by Chapter I or Special Education personnel.

An important feature of the CCRP process is the use of the reading specialist as a consultant to classroom teachers and to the building principal, department chairpersons, and guidance personnel. The specialist's responsibility is to assist the teachers and department chairpersons in developing instructional strategies, monitoring progress and conducting formal assessments and coordinating all resource programs with the classroom-based developmental reading program.

Requirements Implementation is accomplished in four phases over an 18-month time span: (l) needs analysis and planning; (2) training; (3) curriculum and management system development; and (4) program installation. Training is provided by CCRP for reading specialists, principals, department chairpersons, and the district coordinator. Typically, implementation takes place in the elementary schools first, with the junior and senior high school following.

Costs Materials: CCRP's Program Analysis Checklist, Skills Data Bank and Guide to Curriculum Development available for $25.00 per package. The district is responsible for all costs incurred in producing and the curriculum guides for staff, printing skills checklists for students, and procuring and adminstering instructional placement tests.

Services Awareness and selection materials available free. Visitations arranged. Awareness presentations available on request; travel cost reimbursement required. Training and consul45 Park Avenue; Cranston RI 02910. (40l) 785-0400, Ext. 151.

Contact ***Catherine M. Ciarlo, Director of Reading, or Beverly J. Montaquila, Project Coordinator; Cranston's Comprehensive Reading Program; Department of Reading Services; 845 Park Avenue; Cranston RI 02910. (401) 785-0400, Ext. 151.***

Developmental Funding: USOE ESEA Title I, USOE Right to Read, and Local JDRP No. 82-28 (6/2/82)

CRITERION READING INSTRUCTION PROJECT (CRIP). An individualized language arts readiness program. Approved by JDRP for grades pre-K through 3.

Description Specific performance objectives are divided into four major readiness areas: psychomotor, auditory, visual, and oral language. These four areas are further segmented by 11 subdivisions: small motor, large motor, coordination, directionality, auditory discrimination and classification, visual discrimination, visual comprehension, visual memory, oral composition, and oral vocabulary. A hierarchy of 115 reading readiness skills constitutes the CRIP continuum.

Children go to a specially equipped room where instruction is geared to demonstrated individual needs. Activities are arranged around learning centers in an open-classroom fashion, and the children work independently or in small groups.

Pre-kindergarten and kindergarten children in the public schools meet for two and one-half hours in morning or afternoon sessions five days per week. First-, second-, and third-grade students are scheduled for a minimum of one-half hour per day, five days per week. Teacher's aides are helpful for maintaining the classroom inventory of equipment and instructional supplies, recording test scores, and assisting teachers in nonteaching duties.

Contact ***Anita M. Schmidt, Director; Elementary Education and Chapter I; School #4 Annex; Dill Ave.; Linden, NJ 07036. (201) 486-2530.***

Developmental Funding: USOE ESEA Title I

JDRP No. 32 (4/9/73)

A CROSS-AGE STRUCTURED TUTORING PROGRAM FOR READING.

Audience Approved by JDRP for Elementary Grades 2-8.

Description The Structured Tutoring Program in Reading is a pull-out program which combines tutoring in basic skills with a continuous assessment of the child's progress on a daily basis. It also features immediate feedback and positive reinforcement techniques which are literally built into the instructional materials. The thrust of the program is to identify the child who is deficient in basic phonetic and comprehension skills as early as possible and to supply the necessary intervention to help him/her function within the school system on a positve encouraging basis. Identification of students begins with an initial screening which uses the total Reading subsection of the Stanford Achievement Test. The Harrison Diagnostic Criterion Referenced Test is then administered which gives an individual prescriptive plan for tutoring in the skill sequence. Once students needing supplementary educational assistance are identified, they receive the Stanford Diagnostic Reading Test as a pre-post assessment for evaluation. Students entering during the year are referred by teachers or counselors.

Program Effectiveness: During the last 6 years, the Cross-Age Structured Tutoring Program for Reading has made an average gain of 10.1 N.C.E. points per year in Comprehension as measured by Fall to Spring pre-post testing using the Stanford Diagnostic Reading Test.

Requirements A paraprofessional Tutor Manager per 40 student tutors is necessary. A listing specific materials and training requirements can be provided by project personnel. The program may be implemented in a class, school, or district level.

Costs Cost for implementing a program serving 50-60 students is approximately $15,000. This includes personnel (1 Tutor Manager and 1 Adult Tutor), training, equipment and materials. No special facilities are required. Average per pupil costs, over a 5-year period, were $297. Average pay for paraprofessionals is $5.50 per hour.

Services All Adult and Student Tutors receive training in positive reinforcement strategies, use of the sequenced materials, and record keeping activities. In addition, Tutor Managers and Adult Tutors are trained in test techniques. Awareness materials are available at request at no cost from the Boise School District.

Contact ***Dr. Geri Plumb, Coodinator of Federal Programs; Boise Public Schools; 1207 Fort Street; Boise, Idaho 83702. (208) 338-3400 ext. 246.***

Developmental Funding: ECIA, Title I

JDRP No. 83-20 (3/17/83)

DISCOVERY THROUGH READING. A remedial reading program for underachievers utilizing a modified tutorial, highly structured approach.

Audience Approved by JDRP for low-achieving students in reading, grades 2-3. (Limited grade span was due to available funding.) It has been used in other settings with grades 1 through 8.

Description Discovery Through Reading is an instructional program in that stresses rapid skill development for second- and third-grade students who are having (or have had) difficulties in their regular classrooms. Its goals are the improvement of students' ability to recognize words and improvement of their reading comprehension. In the Discovery project, teachers work with two students at a time in 45-minute sessions scheduled twice a week at a location outside the regular classroom. Each full-time Discovery teacher's maximum case load is 30 students. A key organizational feature of instruction is the "task sheet", an agenda that lists six specific activities to be completed by a student during each session. The task sheet helps teachers decide what tasks are within the capabilities of students. An important aspect of the project is the way in which teachers interact with students, emphasizing a style that provides students with a nonthreatening environment. A student competes only with himself/herself, and performance and achievement are reinforced with concrete rewards. All activities are charted and graphed immediately, showing teacher and student that progress is being made and that goals are being achieved.

Evaluation Gains over the years are consistently higher than the average. 84-85 evaluation results are as follows: Second grade average gain in vocabulary was 18.1 NCE's; Second grade average gain in comprehension was 13.8 NCE's; Third grade average gain in vocabulary was 15 NCE's; Third grade average gain in comprehension was 7.9 NCE's.

Requirements Several alternatives for adoption are available: PIP (Project Information Package) alone; training by Project Director, with/without PIP, at adopter site; training with PIP of a trainer at demonstration site. Program can be adopted by a single school, grades 2-6; by a single grade level within a school; or by all elementary schools within a district.

Costs A wide variety of commercially available materials are used. We specifically require the use of five. The cost of these consumables is $15 per student per year. Certified teachers with no previous special training in reading are used at the original site. Paraprofessionals have been trained to conduct the program at other sites.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project or adopter site. Adopter must finance travel costs.

Contact ***Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016. (313) 625-3330.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-112 (10/23/74)

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC). A program for high-risk first-grade students developing the perceptual, cognitive, and language skills they need to respond successfully to beginning reading instruction.

Audience Approved for identified high-risk first-grade students. It has been used in other settings with primary learning-disabled children and children whose prereading perceptual skills development shows limited beginning reading ability.

Description The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development). Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles).

Although primarily utilized as a full-time. self-contained unit, the program can be implemented on a resource or part-time basis. It is particularly successful with Chapter I type students.

Requirements Any experienced primary teacher can implement the program following training. Attendance at a three-day workshop is essential for adoption. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher. A full-time paraprofessinal aide is required for full implementation. Any primary classroom can be used to create a student learning-centered environment. No special equipment is necessary.

Costs Project-developed Prereading Assessment test and various guides must be purchased from the project. Manuals and guides are costed per teacher. Some materials are per school/district usage. Utilization of Listening Lessons components demands purchase of multiple copies of paperback books and cassette tapes. Costs will vary from $100-$2,000; depending upon number of teachers who will implement program.

Services In-depth awareness materials are available at no charge. Visitors are welcome by appointment at project and at demonstration sites around the country. Awareness sessions are offered at potential adopter sites (honorarium and expenses must be paid). Materials may be purchased without adoption training. Technical assistance in preparing adoption/adaptation proposals is available at no cost.

Contact ***Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-57 (5/23/74)

THE ELECTRIC COMPANY. The use of television in teaching reading skills to young children. Approved by JDRP for children, grades 2-4, who are below grade level in read- ing.

Description The Electric Company represents the first large-scale experiment in the use of television in teaching reading skills to young children. The best Electric Company segments are now organized into new video cassette, 16 mm films and sound filmstrips that develop and reinforce specific reading skills. Programs available now cover punctuation, consonant diagraphs, short vowel sounds and silent "e". Teacher's Guide and Library Kit are included, featuring reproducible exercises, song lyrics and program objectives.

FINANCIAL REQUIREMENTS: Video edition, 16 mm edition, sound-filmstrip edition are avilable from Guidance Associates.

SERVICES AVAILABLE: Field officers are located in several states. For referral contact Evelyn P. Davis, One Lincoln Plaza, New York, NY 10023 (212) 595-3456. CTW staff are available to participate in regional and national conferences.

Contact **Evelyn P. Davis; Children's Television Workshop; One Lincoln Plaza; New York, NY 10023. (212) 595-3456.**

Developmental Funding: USOE Off. of Lib. Learning-Tech.

JDRP No. 74-23 (4/29/74)

EVERY STUDENT EVERY DAY. A diagnostic/prescriptive program designed to meet the fundamental language, reading, and arithmetic skill needs of children in grades K-8 who score in the bottom CTBS quartile.

Description Ongoing diagnosis of pupil need is the core of this program. Each day's teaching-learning experience is specific to each child. Teachers and paraprofessionals are used to maintain a ratio of 4 or 5 children per adult. An optical mark reader that scores each teaching practice or exercise the moment the student finishes it makes immediate shifts in teaching strategy possible and acts as a strong motivator for students and teacher. Students attend special classes for 45 minutes daily. Each student's program provides 3 changes of activity during the period to assure full concentration. The program is an instructional management system using every possible strategy to insure that the right instruction reaches each student when it can be most effective. Test and practice materials copyrighted as the "Precision Teaching Program" form the major part of the program. Some commercially available materials have been adapted for machine scoring, and teachers and aides are shown ways of developing their own materials. A week-long workshop before the start of the school year is followed by biweekly half-day meetings. Teachers and aides are taught to individualize instruction, recognize and teach to student's need, use commercial materials properly, and build materials. The self-correcting feature gives the program potential for meeting the instructional needs of any group of students in any region.

Contact ***Carlton M. Singleton, Project Director; 3908 So.12th St.; Arlington, VA 22204. (703) 521-3885. Darryl Boudreaux, Federal Project Administrator; St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250.***

Developmental Funding: USOE ESEA Title I

JDRP No. 78-198 (11/27/78) Recertified (11/84)

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI). An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description ECRI's purposes are to identify critical teacher behaviors essential in preventing reading failure, and to provide inservice education for teachers geared to the research findings. Teaching skills emphasized by the program include: to elicit accurate and rapid responses during instruction, to establish high levels of mastery, to maintain on task behavior, to correlate the teaching of language skills, to model and prompt, to use effective management and monitoring systems, and to diagnose and prescribe instantly. Techniques are incorporated into reading, spelling, grammar, dictation, creative writing, and penmanship instruction.

Students are reminded of the skills they have been taught, the skills that have mastered, and the skills they will be expected to master through the review process. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on task. The structure of scheduling, record keeping and multi-sensory instruction also keeps students motivated. Criteria for passing a master test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop a management system for mastery and individualization, and teach reading and language skills effectively.

Requirements A 5-10 day preparatory inservice education program with one ECRI staff person for 25-30 trainees is desirable. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 12 self-instructional teacher texts that are used by teachers during inservice.

Costs At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95, $9.95, and mimeographed materials from ECRI. Mastery tests: $.35 each; can be reproduced. ECRI staff time: $275 a day plus expenses after NDN funds have been committed.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings. Training at project site is conducted in October, December, March, June and July (all expenses must be paid). Teacher of Teachers Conference is in August and September. Training, implementation and folllow-up services are available at adopter site (costs to be negotiated).

Contact ***Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.***

Developmental Funding: USOE ESEA Title III Private Sources JDRP No. 85-8 (4/2/85)
Recertified(4/85)

F.I.S.T. (Functional In-Service Training). An adult literacy program that uses trained volunteer tutors.

Audience Approved by JDRP for adults 16 and older who are out of school and read below the 4.0 level.

Description Project FIST has developed a volunteer based administrative and instructional delivery system aimed at meeting the special needs of low-level adult readers. A major reason for the ineffectiveness of traditional adult basic education programs is the lack of resources to provide the one-to-one instruction needed to remediate severe reading deficiencies. FIST was originally conceived as an integral component of ongoing basic skills programs, providing the intensive one-to-one tutoring and support needed before minimally proficient readers can benefit from regular instruction. FIST can be incorporated by existing programs at low cost.

After securing the commitment of the local ABE program, a part-time coordinator-aide is hired and a tutor and student recruitment campaign is mounted. The Project's Administrator's Handbook describes tested procedures for recruiting tutors and functionally illiterate adults, as well as how to establish a volunteer adult literacy component within an ongoing adult education program. The coordinator is responsible for tutor and student recruitment as well as arranging for diagnostic and follow-up testing, student-tutor assignments, records management, and materials procurement. Tutors and students meet once or twice a week for one to two hours at a mutually convenient place, usually a local library, church or within the learning center.

Tutor training is accomplished through a workshop using the Project developed text, *Functional Literacy for Adults: A Work-text for Tutors.* Emphasis is given to establishing a positive, empathetic relationship, selecting, creating, and using materials and remediating specific reading problems. The workshop lasts 18 hours. Workshop sessions usually meet once weekly for 3 hours over a 6-week period. Reading tests are administered regularly at four-month intervals. When test results show that the student has outgrown his/her need for FIST, they are referred to the regular adult basic education program. The coordinator is trained initially, and then trains the volunteer tutors.

Requirements FIST can be adopted by established ABE programs at very little cost. Basic requirements are the purchase of project materials, hiring or the reassignment of staff to coordinate the project, attendance of pre-implementation training and to operate for at least one year.

Costs There is no need for facilities, since tutoring is normally conducted off site, nor does FIST require any special equipment or costly materials. Program manuals must be purchased (contact project for cost). Educational material typically used in adult basic education is suitable. Existing staff can be reassigned.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Patricia Morley, Director, Project F.I.S.T.; Division of Community Education; Middlesex County College; 170 French Street; New Brunswick, NJ 08901 (201) 249-7987 or 6209.***

Developmental Funding: ESEA TITLE VI; STATE

JDPR No. 83-35 (3/23/83)

FLINT FOLLOW THROUGH. A Direct Instruction Model.

Audience Approved by JDRP for grades K-3. The project was developed for educationally and economically disadvantaged students.

Description In practice since 1969, educationally disadvantaged students have grown significantly in basic skills development as well as in their ability to more accurately perceive themselves as worthy, capable people.

Teaching materials are the highly structured, carefully sequenced, scripted lessons of READING MASTERY and DISTAR Language and Arithmetic. Each area is taught in daily 30-minute blocks. Increased achievement is attained by reciprocal teaching requiring a high degree of students time on task; multiple-response techniques to increase guided practice of new skills and prescribed procedures for evaluating students. Independent work activities review, reinforce and integrate the skills mastered in the directed lesson. Individual student progress is regularly monitored through criterion-referenced materials.

Students in the Direct Instruction program score significantly higher on achievement tests in reading, language, and mathematics than students from similar background not in the program. Results of the SRA Achievement Test show gains meeting or exceeding national norms in all areas.

A parent coordinator promotes an active parent involvement program.

Requirements Program components are correlated but may be adopted individually based on LEA needs. An adopter must agree to a two-year implementation, provide pre and post test data and purchase teacher and student materials.

Costs Costs are release time for staff development and materials. Teacher materials are a one-time purchase at $250 per curricular area. Consumable student materials are approximately $10 per student, per curricular area, per year.

Services A Follow Through Resource Center. Descriptive materials, on and off-site awareness sessions, staff development and bi-monthly consultant visits are available at no cost to the adopter.

Contact ***Edward J. Hansberry, Director; Flint Follow Through; 923 E. Kearsley St.; Flint, MI 48502. (313) 762-1452.***

FUTUREPRINT. A reading center is used to provide individualized, diagnostic and prescriptive reading instruction for junior high students.

Audience Approved by JDRP for grades 7-8.

Description FUTUREPRINT is a program of intensive reading instruction provided in reading centers within each school. The reading teacher establishes a supportive, non-threatening environment which emphasizes motivation, success and student responsibility. Instructional programs are chosen by each site from a variety of multi-level, high interest reading materials which are commercially available. The Futureprint management system offers teachers a practical way to provide individualized instruction for students with a wide range of reading levels.

When students first enter the reading center, their needs, strengths and weaknesses are diagnosed using a standardized diagnostic test. Based on this information, the teacher writes student contracts which set goals and list reading materials selected to meet individual needs. The contract system works well because it helps students accept responsibility for their own learning, while offering them challenge and success. Contracts can vary in length, usually from three to five weeks, and their successful completion is based on both classwork and homework assignments. Grades and other incentives are earned through contract work. When contracts are finished, students complete an evaluation form indicating two things they learned, reading skills they still need to work on, two lessons that were particularly helpful, favorite lessons and comments. Teachers use this information to write new contracts which reflect students' growth and guide them in continued reading achievement. The program is equally effective for remedial students and high level readers.

Two optional features of the program are counseling and the Preschool Story Hour. Because self-concept is linked with achievement — in this case, reading achievement — counseling is seen as an important part of this supportive program. The Pre-school Story Hour is a weekly morning reading session in which junior high students read stories to preschool children who come to the junior high with their parents or their preschool class. This program improves self-concept and motivates reluctant readers. It is also an excellent community involvement program.

Requirements A school deciding to implement Project FUTUREPRINT will need to provide space for a reading center — a classroom or some separate space dedicated to a reading program. A minimum of one day inservice is required — either at the adopter school or the demonstration site. The adopting school will agree to administer diagnostic reading tests, implement a contract system, select teachers with some expertise in reading, utilize an appropriate variety of high interest materials, and provide evaluation data. Participating teachers need a set of De Anza's reading publications.

Costs The cost of implementing a reading center will vary according to the needs and resources of the school. The Futureprint management system can be implemented using the reading materials available at the school site. Inservice, diagnostic tests, contracts and any new reading materials constitute the necessary expenditures. Materials used during training and implementation cost $15 per teacher.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adapter pays only its own costs). Training is also conducted at adopter site and implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Ann Glaser or Charlotte Larson, FUTUREPRINT, California Demonstration Program in Reading; De Anza Junior High School; Ontario, CA 91761. (714) 983-2118 or 983-9501.***

Developmental Funding: State

JDRP No. 80-21 (6/2/82)

GAMES CHILDREN PLAY—ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL. Uses instructional games and other self-management techniques for children to help them learn problem-solving skills and to reinforce basic skills.

Audience Approved by JDRP for grades K-3. This program can be used with grades 4-6.

Description The four major Interdependent Learning Model (ILM) developmental goals are independence, interdependence, positive self-concepts, and positive attitudes toward learning. Learning activities are designed to promote these goals and to reflect the culture and environment of the children. Classroom management, which includes room arrangement, grouping, scheduling, recordkeeping, evaluation, classroom rules, and team functioning, is one of the most important model processes used to accomplish these goals. Children work in small groups, independent of direct adult participation. Heterogeneous skill-level grouping is encouraged so that children learn from their peers. Children schedule the majority of their own work activities and record and evaluate the results of their own work.

The model combines principles of programmed instruction, cognitive-developmental, and group process theories. A variety of instructional game formats is used to implement these principles. The Transactional Instructional Games are Table Games, Conversation Games, and Street/Folk/Musical Games. Instructional content is "plugged in" to the games according to the children's needs and levels. The Integrated Skills Method of teaching reading is used to coordinate small-group reading instruction in the Direct Approach to Decoding, with the basal series used in individual schools. All instructional processes—instructional games, classroom management system, and reading program—help children to achieve the four major goals and enable teachers to be responsive to children's interests and learning styles.

Requirements Program may be implemented in a single class, grade level, or all grades. It is desirable for supervisory personnel to participate with teachers in the training. Training for math adoption requires three days, and for a reading adoption, five days. Implementation must be for at least one year.

Costs Approximate costs for math adoption per classroom: $83.00 (six manuals and classroom materials). Approximate costs for reading adoption per classroom: $103.00 (eight manuals and classroom material).

Services Awareness materials are available at no cost. Visitors are welcome by appointment for guided classroom visits at the project site. Training is available at the adopter site (travel and per diem costs to be negotiated), or at the project site (adopter pays only its own costs). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Stella S. Lewis, Director, Follow Through Program and Follow Through Resource Center; Atlanta Public Schools; 551 Houston Street, Northeast; Atlanta, GA 30312. (404) 681-7909.***

GEMS: GOAL-BASED EDUCATIONAL MANAGEMENT SYSTEM. A goal-based educational management system developed to support diagnostic/prescriptive teaching for mastery learning.

Audience Approved by JDRP for grades K-6. This program has also been used with grades 7-12.

Description With GEMS, teachers can efficiently diagnose skills in reading and prescribe learning activities for mastering these skills. GEMS defines reading in terms of units of study (goal-units) for each grade level. The goal-units are divided into six strands—phonics, structure, vocabulary, comprehension, study skills, and affective reading. Pre- and posttests are provided for each goal-unit, and placement tests are provided for each strand to help teachers diagnose the appropriate instructional level for each student. Multiple strategies and materials to aid in teaching for mastery are identified and coded to the GEMS Reading System. A GEMS Book is provided for each level; these books are intended to be used by the teacher as a guide in implementing the program with students. Each book contains introductory information; goal-units, pre- and posttests, test keys; model strategies for each goal-unit; and an appendix of information and teacher resources.

GEMS reading incorporates three basic retrieval systems: paper and pencil, key sort cards, and computer. Retrieval systems are developed to monitor student progress and to aid teachers in grouping students in instructional sequences. Mastery tests are available to check for learning retention and competency relative to graduation requirements. GEMS makes it possible for teachers to pursue the goal of mastery learning by identifying and communicating to students what they are expected to learn, indicating the appropriate level for instruction, and accommodating a variety of teaching approaches to meet student needs. GEMS places accountability of student and teacher in proper perspective by helping teachers evaluate the quality of their own teaching as well as their students' performance. The staff development component of GEMS reading is designed to train teachers and administrators in the use of the management system for diagnostic/prescriptive teaching. Workshops include: the GEMS Book, Material Management, Procedural Guidelines, Reading Process, Directed Reading, Classroom Management, Testing and Retrieval.

Requirements GEMS can be implemented by a grade level, a reading department, a school, or a district. Twelve hours of staff training are required to begin the implementation process. At least one follow-up session is recommended. A GEMS teacher's manual is required for each teacher and administrator. Development of local leadership is emphasized.

Costs Costs are contingent upon group size, location, and levels implemented. Materials cost is $50 per teacher for a grade-level GEMS Book with tests and strategies. Maintenance costs can be absorbed within a regular school budget.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project director is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site or at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.***

Developmental Funding: USOE Right to Read

JDRP No. 79-2 (2/16/79)

HOSTS Reading: Help One Student To Succeed. A Diagnostic/prescriptive/tutorial approach. A computerized version of HOSTS Reading is available.

Audience Approved by JDRP for students of all abilities, grades 2-6. This program has also been used in other settings.

Description HOSTS Reading is a mastery learning program that utilizes citizens' and business participation (40,000 volunteers nationally) plus computer technology to improve student reading achievement. HOSTS Reading features a computerized data base involving the cross-referencing of learning materials for teaching. Materials have been indexed to learning objectives in the mastery of reading skills. The data base references 800 titles by 50 publishers. It has been compiled over a period of 13 years by teachers implementing HOSTS.

There is also a HOSTS Math program.

Program evaluation is through pre-post norm referenced tests (CAT and CTBS). Data reported in a 1984 evaluation for grades 2-6 in normal curve equivalent scores indicate statistically significant pre-post differences ($p < .05$) in 100 sites, with percentage gains ranging from 8% to 16%.

Requirements Key school district personnel must investigate program. Superintendent and Board must approve program. Reading instructor, aide, and principal must participate in a four-day training session. Principal must tutor in program. District must be willing to serve as demonstration site.

Costs Start-up costs per school is $2,600. Second-year cost ranges from $100 to $400 per school.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in-home-state and out-of-state. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site or at adopter site. Implementation and follow-up services are available to adopters. (All costs are subject to negotiation.)

Contact ***William E. Gibbons, Executive Director; HOSTS Corporation; 1801 D. Street, Suite #2; Vancouver, BA 98663. (206) 694-1705 or 694-1775.***

Developmental Funding: USOE ESEA Titles I, II, III JDRP No. 75-6 (1/15/75) private and foundation

Recertified (11/84)

I.M.P.A.C.T. (Improve Minimal Proficiencies by Activating Critical Thinking) A staff development project to infuse critical thinking skills into the basic skills curriculum, especially language arts and mathematics.

Audience Approved by the JDRP for seventh to ninth grade students in or near the normal intellectual range.

Description **Project IMPACT combines staff development and curriculum materials for the direct teaching of critical thinking while improving students' basic skills in language arts and mathematics. IMPACT's instructional approach has three essential components: (1) a universe of 22 critical thinking skills; (2) a model lesson format; (3) 10 teaching behaviors that activate student use of critical thinking.**

The training and materials model proven methods for integrating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying relevant and irrelevant information, Cause and Effect relationships, Predicting, and Logical reasoning. Program validation has shown that IMPACT students significantly ($p<.01$) outperform similar students in mathematics applications, reading comprehension, and critical thinking skills after only one semester in the program.

Teachers are trained to easily integrate the three key IMPACT components by using sixty model lessons in either language arts or mathematics. The lessons demonstrate both planning and instructional elements. The lesson design, based on the Hunter model, incorporates the *instructional elements* of Orientation, Direct instruction, Guided-practice, and Closure. The *planning elements* include the identification of thinking skills implicit in the standard curriculum, the prerequisite thinking skills, behavioral objectives, and materials and equipment.

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce the thinking skills (e.g. cueing, probing, and reflecting with wait-time). Trainees receive supervised practice for lesson reinforcement and integration.

Requirements **Impact training occurs at two levels.** The project recommends that a district enroll a team of teachers and their site administrators in Level I training, an intensive 18-hour inservice that models the infusion of the IMPACT approach. Level II training, for which Level I is a prerequisite, is invitational. To become a District/Site Coordinator a Level I graduate must have taught 20 IMPACT lessons, filed a plan to implement IMPACT for 1 year, been appointed by the district, and been trained at a Level II seminar.

Costs *Level I* training (18 hours) is $200/person, $500/Team of two teachers and their site administrator plus $35/person for the Training Manual. The *Level II* seminar is invitational, at no cost to any district with 30 or more *Level I* graduates. The IMPACT kit (sold to trainees only) is $150 for language Arts handbook, Mathematics handbook, Universe of Critical Thinking Skills wallchart, HELP kits for student homework, and four filmstrips with audio tapes. Trainees can request price list for separate items. An awareness videotape (16 minutes) is available on loan at no charge.

Services Project IMPACT staff arranges technical assistance and in-district training on a *cost-recovery* basis.

Contact ***S. Lee Winocur, Ph.D., National Director, Project IMPACT; Orange County Department of Education; P.O. Box 9050; Costa Mesa, CA 92628-9050. (714) 966-4375.***

Developmental Funding: JDRP No. 83-17 (3/8/83)

IMPROVEMENT OF BASIC READING SKILLS. Approved by JDRP for pupils in grades 1-8 who are reading below grade level.

Description Reading centers providing an individualized approach to remedial reading for educationally deprived children. Reading centers in schools are staffed by a reading teacher who works with 8-10 children per period every day for the regular school terms. Diagnostic tests are administered to determine specific needs of individual children. A "Need Sheet" is prepared to help mastering basic reading skills and to reinforce classroom learning. A "Weekly Plan" listing plans for each child is maintained. Correlation with regular classroom activity is stressed. Teacher's aides and parents are assigned to work with children needing additional help over and above that received in the classroom and reading center. Parent participation is a significant aspect of the project. The primary goal of the project: to meet individual needs of students and help them achieve their potential. Materials used include the Hoffman Reading Program supplemented by numerous other commercially available and teacher-made materials.

Students are selected for the program on the basis of scores from standardized tests (below 50th percentile), scores from diagnostic tests, cumulative record cards, teacher opinions, posttest scores of previous Title I students, and learning disabilities.

Contact ***Philip B. Hammonds, Improvement of Basic Skills; Sylacuaga City Schools; P.O. Drawer 1127; Sylacauga, AL 35150. (205) 249-0393.***

Developmental Funding: USOE ESEA Chapter I JDRP No. 74-109 (10/18/74)

IMPROVING ACHIEVEMENT (READING) THROUGH USE OF TEACHERS AND TEACHER AIDES. A personalized and concentrated reading improvement program for secondary students. Approved by JDRP for students, grades 10-12.

Description This project treats the problem of reading deficiency in secondary students through personalized and concentrated interaction: personalized in that the adult/student ratio is most often one-to-one; concentrated in that instruction occurs daily, one period per day. Each student's reading skills are thoroughly analyzed during the first few weeks. Instruction and rebuilding of attitude begins on a personalized basis at the point of identified deficiency (in many cases at point zero in the reading process). Individual records of areas of weakness and patterns of improvement are maintained. The importance of personal interest and positive reinforcement from the adult aide cannot be overemphasized. Reading instruction develops within the context of the total language arts curriculum. The project teacher and a team of eight aides supplement the regular teacher's instruction.

Contact ***Leon West, Director; Sky View High School Project; Cache County School District; 2063 North 12th East; Logan, UT 84321. (801) 752-3925.***

Developmental Funding: USOE ESEA Title I JDRP No. 74-110 (2/25/75)

INDIVIDUALIZED COMPUTER ASSISTED REMEDIAL READING PROGRAM (I CARE). A computer-assisted program to provide basic reading instruction.

Audience Approved by JDRP for educationally deprived vocational education students in grades 10-12.

Description This project is an effort to supplement the existing reading program for the high school vocational education student. Through the use of a microcomputer, individualized and small group instruction allows the student to set his/her own learning pace. Each student must spend a 50-minute class period each day involved in this program in lieu of the regular English class. On a rotating basis, a student spends one week in each of the following five areas:

Vocabulary: More than 100 vocabulary programs exist, each of which contain at least 20 words. Words are spelled out letter by letter, and four choices are offered. Students are informed by the computer of correct and incorrect responses, percent score, and a list of the incorrectly defined. Students must complete a minimum of 30 computerized vocabulary programs. A mastery score of 80 is necessary to move on to another program. Reading: Students must also complete a minimum of 30 computerized reading programs. There are a total of 190 programs that allow the students or teacher to select number of words per minute. The computer then displays the reading material, followed by 5-10 questions related to the reading. Students are presented with number of correct responses and a percent grade. An 80% mastery rate is requisite for the next program. Reading & Writing Skills: Students must complete a minimum of 25 audiovisual reading programs in areas including basic math, English grammar, word usage, and reading and writing skills. Audio tapes: Subject matter is graphically displayed accompanied by sound. The vocationally-oriented learning material has companion worksheet(s) that enable students to assimilate the material and respond in writing. Four sets of headphones effect a multiple listening station. Units are available in vocabulary development, reading, comprehension, and basic skills math. A minimum of 10 audio tapes is required. Paperback books: A minimum of two paperbound books of the student's choice. More than 100 are available. Rotation among these five areas reduces the boredom and discipline problems. The ability of the microcomputer to repeatedly review materials without making value judgments, tiring, or losing enthusiasm enables the curriculum to be highly effective.

Requirements I CARE can be adopted by a single teacher, a teacher aide, a classroom unit, or by several units. Extensive staff development and training in computer literacy is not a requirement. Many companies (Radio Shack, Apple, IBM) offer free computer literacy training workshops for teachers.

Costs Cost per participant is $185 for installation, and $140 for subsequent years, based on 30 students. Costs would be reduced as the number of students increases. Three computer master tape programs have been developed to enable teachers to author their own programs in vocabulary, spelling, speed reading, and comprehension at a cost of $50 per program or all three programs for $125.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available for awareness conferences and training (costs to be negotiated). Training workshops are also conducted at project site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Mr. Victor A. Miller, Project ICARE; Blue Mountain School District; Blue Mountain High School; R.D. #1; Schuykill Haven, PA 17972. (717) 366-0515.***

Developmental Funding: Vocational Education-Disadvantaged JDRP No. 82-24 (5/19/82)

IPIMS/Reading Center (Individualized Prescriptive Management System for Underachievers in Reading). IPIMS is not a text or a kit, but a model of an organizational structure for implementing a remedial reading center for grades 7-12.

Audience Approved by JDRP for secondary students deficient in reading skills.

Description The Individualized Prescriptive Instructional Management System for Underachievers has a centrally located reading center for grades 7-12. The center is staffed by reading teachers and paraprofessionals as well as student volunteers. Students utilize a wide variety of resources; these materials are color coded into four reading levels. The IPIMS/Reading Center process is as follows:

Students are identified and given a diagnostic reading test. Individual strengths and weaknesses are noted as well as personal interests.

Individual prescriptions are written and implemented.

Student progress is monitored by a criterion-referenced system.

Parents, teachers and students receive periodic progress reports.

As a result of one year of participation in the IPIMS/Reading Center, students in grades 7-12 demonstrated gains significantly above the norms on the Stanford Diagnostic Reading Test. Pre and Post test scores showed that skills grew at a rate of one and one-half years for each year of instruction, a statistically significant rate ($P=.001$).

Requirements A one-day training session is required. Additional follow-up is available. Areas covered by the training include: an in-depth orientation to the total program; overview of components selected for the adoption/adaptation by participating districts; discussion of staff roles; the theoretical and applied aspects of the validated program; alternative installation strategies that might be employed by the district; a comprehensive review of the evaluation design; and a systematic review of all resources to be employed during the replication.

Costs Twenty-five Dollars ($25.00) for Training Manual. One needed per reading center. All other costs will vary depending on the number of resources currently available in the district, the size of the center and the number of staff members and the student population to be served. Adopting districts will be responsible for the expenses involved in training (Trainer's travel, hotel, and meals).

Services Awareness materials available at no cost. Visitors are welcome at demonstration site by appointment. Project staff is available for awareness sessions (costs to be negotiated).

Contact ***Sidney Beckwith, Project Director and Georgia A. Crissy, NDN Trainer, Union Springs Central School District, 27 North Cayuga Street, Union Springs, New York 13160 (315) 252-9309.***

Developmental Funding: PSEN Funds, New York State; ESEA Title IV-C JDRP No. 84-9 (3/23/84)

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP). A program for staff development of elementary school teachers intended to upgrade reading teaching skills. Approved by JDRP for elementary school teachers serving children in grades K-8.

Description IRIP aims to raise elementary school reading achievement by upgrading teacher skills in reading instruction. One teacher from each participating school serves as a reading resource teacher. IRIP provides this teacher with 30 hours of training in essential theories and methods of teaching reading. The reading resource teacher then returns to school to conduct 30 hours of inservice training sessions for the school's other classroom teachers. Staffing include school reading resource teacher(s) and classroom teachers, and may include a citywide or district coordinator.

Currently, 21 teacher-training units written especially for IRIP are used in the 30-hour preservice for reading resource teachers and the 30-hour inservice for classroom teachers. These units are: Self-Assessment, Test Data Interpretation, Grouping for Instruction, Directed Reading Lesson, Word Attack (Sight Vocabulary), Word Attack (Phonics), Word Attack (Structural Analysis), Comprehension (Vocabulary Development), Comprehension (Literal), Comprehension (Interpretation), Comprehension (Critical Reading), Study Skills (Parts One and Two), Literature Program, Oral Reading Development, Content Area Reading, Audio-Visual Resources, Teaching Reading to Speakers of Non-Standard English, Reading and the Non-English Speaker, and Home-School Partnership.

Contact ***Dr. Mattie Williams, Director, Bureau of Language Arts, Chicago Board of Education; 1819 W. Persian Rd.; Chicago, IL 60609. (312) 890-7929.***

Developmental Funding: Chicago Board of Education JDRP No. 74-27 (4/29/74)

IRIT: Intensive Reading Instructional Teams. A laboratory project for second through sixth grade students with difficulty in reading. Approved by JDRP for pupils in grades 2-6 who are deficient in the basic skills of reading and language.

Description IRIT is a carefully individualized diagnostic approach made possible by low student-teacher ratios and the use of a wide variety of materials and equipment. The unique features of IRIT are the high-intensity and team approach toward reading instruction. Forty-five students per team of teachers are selected for each of the three 11-week cycles. The teachers have classes of 15 pupils, all pupils see each teacher daily. The program design includes: individualized reading and vocabulary/comprehension. One team has three areas of concentration: individualized reading, vocabulary/comprehension and mathematics. Students move from one area to the next at approximately one-hour intervals. Pupils return to their sending teachers in the afternoon for instruction in other basic subjects. The individualized reading area offers assignments that enrich the student's background, promote oral and written language skills and instill pleasure in reading. Two teachers teach the skills of vocabulary develoment and comprehension with special emphasis on writing from reading. The IRIT teachers work with the children in the mornings and spend the afternoon preparing the individualized lessons, discussing the skills of the 45 students, coordinating lessons, and updating their individual records; developing new instructional materials based on student needs; meeting with teacher and parents from the sending schools; participating in professional development and training sessions; and providing in-service training for other classroom teachers.

Contact ***Donald Carso, Coordinator of Reading and Communication Arts; Mary Wilson, Assistant Coordinator of Reading and Communication Arts; 249 High Street, Hartford, CT. 06103. (203) 722-8736.***

Developmental Funding: USOE Title I JDRP No. 74-11 (2/20/74)

KENOSHA MODEL: Academic Improvement Through Language Experience. An individualized program to improve communication skills utilizing the language experience approach.

Audience Approved by JDRP for students grades K-2. This program has also been used in other settings with grades 3-10.

Description · Public and nonpublic school classroom teachers refer low-achieving students to the Chapter I resource room for individual assessment. Following the educational assessment, the resource teacher selects those students with the greatest need. A Personalized Performance Plan is developed that considers the area of deficiency, the student's learning style and the instructional techniques to be followed in correcting the deficiency. The plan is flexible and can be modified as the needs of the student change. The language experience approach to instruction is utilized. Instruction follows the assumption that students can speak about that which they have experienced, write about that which they have spoken and read about that which they have written. Student authorship at all grade levels is requisite. At the parent project, a teacher and two aides serve each resource room. Instruction is individualized and takes place in small groups. This project serves approximately 1,200 students during the school year. Intensive inservice and parent participation are essential components of this program.

Target schools are established by low-income guidelines. Students served are selected from those scoring in the lowest three stanines on standardized tests. Kindergarten students are selected from those referred by classroom teachers.

The model has been proven to be effective for limited English proficient students as well as the Chapter One target population. The approach is also used successfully to supplement the standard text in many reading/language arts programs.

Requirements The staff must be committed to the language experience approach to instruction. The experience/talking/writing/reading format must be followed. Potential adopters are encouraged to send staff members to visit the program. A one day training session, conducted by the Kenosha Model staff, provides motivational and instructional techniques for implementing the program.

Costs The program uses existing staff. No additional materials are required.

Services Awareness materials are available. Visitors are welcome any time by appointment at project site and additional designated demonstration sites. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only own costs). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (travel and per diem must be paid).

Contact ***Tom Zuhlke, Program Director; Kenosha Unified School District; 3600-52nd St.; Kenosha, WI 53142 (414) 656-6378.***

Developmental Funding: USOE ESEA Title I

JDRP No. 78-184 (5/23/78)

LEARNING TO READ BY READING. A method of teaching reading to low achievers at upper-elementary through junior college levels who have not progressed with conventional methods and materials.

Description The program is a multimedia system for teaching reading, applicable to students reading below 3.0 Grade Placement Level, including nonreaders, and effective through 6.0 GPL. Reading with Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates "read-along" materials (radio plays, short stories, and captioned filmstrips) to be used in conjunction with upper-level Reading With Symbols materials or alone for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook. (Instruction on an individual or small-group basis is recommended). Students learn symbol-sound relationships in less than one week. Thereafter, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), the identical stories are read in the uncued version. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics and furnishes an opportunity for assessment of reading progress. Read-along materials (43 short stories and 40 half-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided in the teacher-training program.

Contact ***Philip K. Glossa, Director; 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 778; Jamestown, CA 95327. (209) 984-5741.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-37 (4/29/74)
Recertified (2/85)

LEARNING TO READ THROUGH THE ARTS PROGRAM (Formerly Title I Children's Program). An intensive, individualized remedial reading program presented through the arts.

Audience Approved by JDRP for children, grades 4-6 who are reading at least one year below grade level and who are chapter I (formerly Title I) eligible (some seventh-graders accepted as apprentices).

Description Reading teachers, classroom teachers, and specially trained professional artists/artist teachers work with Chapter I eligible children at sites in each of the boroughs of Manhattan, Staten Island, Queens, Brooklyn, and the Bronx. At the developer site, children in grades 2-6 are served, as well as special education students. The program is also suitable for grades K-1 and 7-12, and adopters have used the program with those audiences. The program is associated with major cultural institutions in New York City: the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum, and Ballet Hispanico of New York, and Business and Industry for the Arts for Education, Inc., and the New York Botanical Garden. An overall approach to improving reading is used in this intensive, diagnostic, prescriptive, individualized program presented through the arts. It integrates a total arts program with a total reading program. Listening, speaking, writing, and reading techniques are stressed in the reading-oriented art workshops, and a diagnostic/prescriptive approach to reading is employed in the reading workshops. Participating children meet with the classroom/reading teachers in small groups or individually for an average of four hours per week. Students receive additional reading instruction for at least one and a half hours a week in reading-oriented arts workshops in such areas as dance, music, theater, crafts, sculpture, painting, printmaking, super-8 film, and photography. The resources of museums, cultural institutions, universities, resource centers, and libraries are used, and special programs related to the content of project workshops are scheduled for students on field trip/special event days. There is an annual Learning to Read Through the Arts exhibition of work by participating students and/or a Performing Arts and Film Festival. A series of parent workshops is also held. Preservice and inservice trainings are available.

Requirements Reading teachers/classroom teachers, professional artists, and/or artist teachers are trained in the Learning to Read Through the Arts methodology. Teacher-made pupil-oriented materials, instructional devices, filmstrips, records, tape recordings, media libraries, books on the arts, and art and audiovisual supplies are used. Program hours and times are adaptable to adopters' needs and scheduling requirements.

Costs Training materials and curriculum guides cost approximately $85 per teacher. Cost of program implementation depends on available personnel. Cost of art supplies and equipment depends on the reading-oriented workshops that are implemented. Excluding personnel, it costs approximately $7 to $10 per student to implement the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also conducted at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Mary Jane Collett, Project Director; Learning to Read Through the Arts Program; Division of Curriculum and Instruction; P.S. 9; 100 West 84th St.; New York, NY 10024. (212) 787-0470 or -7582.***

MARC: MULTISENSORY APPROACH TO READING AND READINESS CURRICULUM. Emphasis on slow pacing of skills and diagnosis of student needs. Approved by JDRP as a K-1 reading program for students from low-income families in rural areas and as an inservice program for teachers and administrators.

Description Project MARC trains teachers to use a systematic approach in teaching reading. It combines instructional materials, multisensory techniques, and teacher training in a practical, effective program. Students are grouped for instructional purposes based upon continuous diagnosis, and are taught through a combination of activities designed to use all the learning modalities. Kindergarten materials and techniques focus on developing knowledge of letters and sounds as well as concepts. Children are taught letters and sounds through a unique technique called the Linkages, which integrates auditory, visual and kinesthetic modalities to enable children to learn through the avenue most appropriate to their needs. Materials for this level include alphabet booklets, wall cards, an alphabet sound pack, readiness skill sheets and a poetry book, language master alphabet cards, and an alphabet drill pack. First-grade materials emphasize linguistic word families, decoding and work attack skills, and vocabulary and comprehension skills. During initial reading instruction, the teacher uses blending techniques that feature multisensory learning, slow pacing, and reinforcement of the processes involved in decoding. Each lesson focuses on one linguistic or phonetic feature, and workbooks and supplementary materials supply reinforcement activities. As students progress, instruction and reading become more complex. The transition to commercial basal reading materials is easy once children complete the series.

Contact ***Annie Ruth Perryman, Director; Project MARC; P.O.Box 98; Crawfordville, FL 32327. (904) 926-7909.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-7 (3/16/79)

MODEL CLASSROOMS' Computerized Classroom Management System (CLASS). A classroom management system that allows each student to work within the regular classroom at his or her individual math, reading and language achievement levels.

Audience Approved by JDRP for all students of all ability levels, grades 1-6. Software can also be used for secondary programs.

Description This Washington State program was developed by Urban Rural Racial Disadvantaged (URRD) funds to remedy the basic skills deficiencies of disadvantaged students. The classroom management system was subsequently refined for use by all students in regular classrooms. The program usually takes place in the morning and lasts until lunch. During this time, students work independently and in small groups on assignments keyed to their individual achievement levels. These assignments are determined in student-teacher conferences. Bicultural students can receive assignments in their native language if they prefer. This classroom management system teaches students how to become responsible for their own learning. They, with their teacher determine the rules and procedures to be followed in the classroom, and they perform the daily chores required to maintain an orderly work environment. Student progress is assessed weekly. Students have access to their personal progress records and are responsible for suggesting the direction of their program for the following week.

A training workshop is conducted either at the adopter site or at a regional workshop. During the workshop, participants learn to select and organize placement tests, cross-reference materials, design class profile sheets, and establish a student-managed classroom organizational plan.

Model Classrooms' Computerized Classroom Management System (CLASS) consists of three separate programs: a file initialization program which establishes a student record file, an assignments file, and a chapter objectives file; a student update program; and a report generator which prepares and prints student prescriptions, class profiles, and student summaries. The CLASS system is available for the Apple II and TRS-80 Models III and IV.

Requirements Workshop participants must supply the following materials and equipment: a textbook for any subject or 10 objectives and assignments for students. CLASS can be implemented in any classroom environment with an unlimited number of students.

Costs Cost for the training workshop is negotiable. All participants receive a comprehensive instructional manual on the application of CLASS in the classroom management setting. The disk with the three software programs is also included. No special materials are required when participants return to their classroom.

Services Awareness materials are available at no cost. Training is conducted at a regional site usually after school or on a Saturday. Implementation, software modification services, and follow-up are available to adopters.

Contact ***Sherry Avena; Model Classrooms; 4095 173rd Place S.E.; Bellevue, WA 98008. (206) 746-0331.***

Developmental Funding:
Ed. Regional Research Prog., Voc. Rehab. Coop. Research Act, and State JDRP No. 78-170 (3/27/78)

MOUNT VERNON TV READING AND COMMUNICATION. A program to improve student reading skills.

Audience Approved by JDRP for grades 4-8.

Description The Mount Vernon TV Reading and Communication project uses popular commercial TV to teach academic and underlying psycholinguistic skills. Network videotapes with diverse production elements are used in the classroom or communication studio to provide concrete visualization and pronunciation of sophisticated vocabulary.

Lessons plans are prepared from the actual scripts used by TV producers and include skills related to social studies, oral language, reading, writing, and skills that affect learning rate such as memory, grammar, and visual and auditory integration. By creating new characters, plot twists, and endings, students develop their writing skills. Teachers use rapidly paced oral response drills designed to increase accuracy in articulating, listening, handling complicated syntax, and master vocabulary meaning. Program techniques enable teachers to continuously assess lesson mastery, to correct responses, and to monitor student ability to transfer skills taught in the auditory-vocal channel to the visual-motor channel. Students move through increasingly difficult levels of reading material as they practice the previously taught strategies on supplemental material.

Teachers and students learn how to operate specialized equipment — TV camera, videotape recorder, and TV monitor—for use in learning, processing, and expressive activities. Students become camera persons, directors, technicians, and actors as they confirm their ability to read at the end of each session by videotaping and playing back their dramatizations.

Students produce their own documentary on a topic related to the script. Choosing from a wide range of levels, students read and prepare "book" commercials to try to sell to their peers the idea of reading that book.

Requirements Teachers attend a three-day training workshop. During program implementation, a documentary production workshop is given by the demonstration staff. After program implementation, three follow-up visits are made by demonstration staff. A communication studio can be set up in a corner of a classroom or in a separate room into which classes are scheduled. Students can be taught in heterogenous or remedial groups of 8-30 pupils at least three times per week for a minimum of 120 minutes. Adoption commitment to key components must be made by adopting district's superintendent.

Costs No new personnel need to be hired since the program uses existing staff. Installation costs are approximately $2,500. Schools with existing video equipment and materials do not have minimal installation costs. Training and monitoring costs approximately $1500 plus travel and lodging. An additional $100 fee per teacher provides training manuals, lesson plans, student scripts, and videotape copies. In subsequent years, $2.50 per pupil should be set aside to duplicate worn out scripts and batteries, as well as money for equipment repairs.

Services Awareness materials are available at no charge. Staff can attend awareness conferences. Visitors are welcome by appointment. Training at replication sites is available under certain conditions. Two visitations by the demonstrator will be arranged the first year.

Contact ***Mrs. Jacqueline Van Cott Barra; Mount Vernon TV Reading and Communication Project; Pennington Grimes Center; 20 Fairway; Mount Vernon, NY 10552. (914) 668-6580.***

Developmental Funding: USOE ESEA Titles III and IV-C JDRP No. 82-16 (4/29/82)

NEW ADVENTURE IN LEARNING: Success Strategies for Reading and Language (NAIL). Comprehensive language arts and classroom discipline. Approved by JDRP for students of all abilities, grades K-3, and elementary school faculties. This program has also been used in other settings with grades 4-8.

Description *This interdisciplinary program, emphasizing basic language and reading skills, trains* regular classroom teachers to utilize diagnostic, prescriptive and language experience techniques more commonly used by reading clinicians.

This program is a combination of individualized techniques and basal reader instruction, a systematic management system with learning activities that are motivating yet appropriate for elementary-age children, a concern for academic achievement, and a concern for the child's self-concept.

Adoption may involve the total curriculum project or any one of three program components: Psycholinguistics, Oral Language and Reading. Training for effective classroom discipline accompanies each component. A five-day seminar at the D/D site is available for training leadership teams from adopter school systems selecting total curriculum adoption. Seminars provide in-depth training to prepare leadership teams for training classroom teachers; all training materials, including instructional modules for each professional staff member and an implementation/management kit, are also provided. Training workshops are also available at adopter's home district for classroom teachers and administrators. The number of days for these workshops depends on the number of components chosen.

Contact ***Freda Wynn, Director; New Adventure; W.T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32308. (904) 488-7584.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-71 (5/23/74)

NICHOLS AVENUE FOLLOW THROUGH: A Direct Instructional Model. Basic reading and language for low-income, nonwhite, inner-city children in grades K-3 and a program for parents involvement.

Description The program relies on the structured DISTAR materials in reading and language which sequence tasks to ensure skill mastery. The content of each level sequence follows: reading I and II, decoding and comprehension; reading III, word attack skills and comprehension; language I and II, comprehension; language III, reasoning and rules of grammar and structure. Arithmetic, physical education, art, science, music and additional reading is taught using the system's Competency Based Curriculum.

Lessons are presented to small groups of students for 30-35 minutes per day in reading. Language is taught in large groups. Lesson day in program is recorded to monitor instruction and student progress.

Contact ***Dorothy J. Rice, Director; Nichols Avenue Follow Through; Martin Luther King Avenue and Sumner Rd., S.E.; Washington, DC 20020. (202) 767-7086.***

Developmental Funding: USOE Follow Through

JDRP No. 80-50c (12/29/80)

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth and Achievement; Selective Utilization of Staff—Personalized Approach to Continuous Education. An objective-based reading management system.

Audience Approved by JDRP for students in grades K-6.

Description Project PEGASUS-PACE seeks to accelerate students' reading achievement and to help teachers enhance their effectiveness through a locally developed, personalized program of continuous learning. The curriculum structure consists of performance objectives and corresponding diagnostic instruments for 17 sequential reading levels (K-8). Learners are grouped and sub-grouped according to their established needs; the personalized instruction employs a variety of approaches to the teaching of reading. Teachers conduct formative evaluation of specific skills and use a graphic chart to track each student's mastery at a given level.

The multiple choice format of the 1983 revision of the PEGASUS-PACE diagnostic materials supports either hand scoring or computer scoring of diagnostic tests. The computer strand also enables a wide variety of reports to be produced.

Learning activities are selected or developed by the teachers in accordance with the diagnosed needs of the students. These activities and lesson plans are contributed to an accessible learning-resources file organized according to PEGASUS-PACE levels and skills.

The PEGASUS-PACE Continuous Progress Reading Program is compatible with any organizational staff arrangement such as open-space, nongraded, or self-contained classrooms. Teachers may continue to use any strategies they have found successful.

The PEGASUS-PACE Program may be used in conjunction with basal readers and a variety of other instructional materials already available in local schools.

The project's adoption site, PEGASUS, in Princeton, Illinois, has also been approved by JDRP (January 9, 1979, JDRP No. 79-1).

Requirements The program is implemented by classroom teachers rather than special reading teachers. A two-day workshop is offered prior to implementation. Adopter sites are expected to schedule release time on a regular basis for staff development. Adopter schools receive permission to reproduce copyrighted materials. For all 17 levels, a Master Volume is available; it contains: Objectives and Skills, Teacher's Guide and Key, Learner-Use Diagnostic Instrument.

Costs The Master Volume costs $200. Cost of locally purchased file folders for Resource File is approximately $45. Cost of locally purchased file folders for student records varies with number of students. Informal reading inventories for each teacher cost approximately $6 each. Expenses for initial training at the adopter or D/D site vary. Eight computer diskettes for all levels are $300 and must be used with Mastery Management Master Diskette at $400. (See Project CAM).

Services Awarness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Training can be arranged.

Contact ***Marie Sinclair, Project Director; Tuscaloosa City Board of Education; 1100 21st Street, East; Tuscaloosa, AL 35405. (205) 759-5705.***

Developmental Funding: USOE ESEA Title III

JDRP No. 1 (4/16/73)

PROJECT PRIDE: Professional Reading Instruction with Desirable Effects. A pull-out remedial reading program utilizing modality assessment and diagnosis of the learner's deficiencies in an eclectic approach to instruction. Approved by JDRP for educationally disadvantaged pupils, grades 2-6.

Description The Project PRIDE diagnostic reading program has been designed to be compatible with existing commercial reading programs. Regular classroom teachers and Title I reading instructors use common diagnostic data to plan instruction skill sequences for deficient readers. Participants must be one year or more below grade level in reading. Standardized individual oral diagnostic reading tests are administered on a pre/post basis to students selected for participation. Pretest information is used to determine each participant's weaknesses and proficiencies. Pupils with similar skill deficiencies are grouped together for reading instruction. Groups of five or fewer attend 25-minute reading sessions conducted by certified reading specialists five days per week. Individualized instruction can be provided to pupils with severe reading deficiencies. Title I teachers develop and maintain reading profiles for each program participant. These profiles identify weaknesses and strengths and help teachers plan a program of remediation. Modality assessment is conducted to identify each student's most effective mode of learning. Procedures for remediation of reading skill deficiencies are determined by each pupil's most receptive mode of learning. Teacher-directed instruction provide activities geared to the needs of each group. Individualized instruction provides appropriate independent assignments for every participant.

Contact ***Mrs. Marie B. Burns, Chapter I Director; William Penn School District; Bell Avenue Administration Building; P.O. Box 405; MacDade Blvd. and Bell Ave.; Yeadon, PA 19050. (215) 284-8039.***

Developmental Funding: USOE ESEA Title I JDRP No. 79-20 (9/12/79)

PRIOR: Preschool and Improvement Of Reading. A coordinated approach to school experience through readiness in preschool and reading improvement in elementary school. For pre-kindergarten children with developmental delays, grade 1 pupils needing further readiness, and elementary students achieving in the lower three stanines in reading.

Description PRIOR is two Coordinated Chapter I projects: Preschool, which offers a developmental and cognitively oriented curriculum in the year before kindergarten, and Reading Improvement which provides remedial reading to elementary students. PRIOR is an integral part of the school system with building principals being responsible for daily operation. Support services are provided through many school and community resources. A head teacher for each project coordinates staff and program activities. Handbooks guide prescriptive and diagnostic instruction but teachers have considerable autonomy in selection of materials and techniques. Parent involvement, regular staff inservice and comprehensive yearly program evaluation are essential features of both projects. Preschoolers attend three hours per day for 160 days per year in Centers located in schools. A certified teacher, aide and parent volunteer make up the instructional team. Each child in the Reading project participates 30 minutes per day on a pull-out basis. Instruction emphasizes application of reading skills rather than drill and is enriched with creative activites. Procedures for pupil selection, and forms and checklists developed by the staff promote an effective and efficient program operation.

Contact ***Melba Treaster, Head Teacher, Poudre School District R1; 2407 La Porte Ave.; Fort Collins, CO 80521. (303) 490-3245.***

Developmental Funding: USOE ESEA Title I JDRP No. 79-24 (5/30/79)

PROGRAMMED TUTORIAL READING. An individualized, one-to-one tutoring program for slow learners or potential reading failures regardless of economic or demographic background.

Audience Approved by JDRP for first-grade students in the lowest quartile who need help learning to read. This program has been used in other settings with grades 2-4.

Description Programmed Tutorial Reading (PTR) supplements but does not substitute for conventional classroom teaching. PTR uses specially trained, carefully supervised paraprofessional tutors who implement its highly structured content and operational programs. The teaching strategy, built on established learning principles, uses many elements of programmed instruction—frequent and immediate feedback, specified format, and individualized pace—but, unlike programmed instruction that uses the fading process, proceeding from many initial cues to the minimum needed for success, PTR uses the brightening process, in which minimal cues are followed by increased prompting until complete mastery of the reading task is achieved.

Children receive a tightly organized 15-minute daily tutoring session, during which they read from classroom basal readers supplemented with special texts dealing with comprehension and word coding and decoding. Tutors are trained to follow, verbatim, the content and operational programs contained in the Tutor's Guide. These specify in detail what, when, and how to teach the content material and also limit tutor's decisions about children's responses. Integral and essential to the PTR methodology are its special recording procedures, which not only indicate children's progress, but also prescribe exactly which separate items must be reviewed until mastery is achieved. Constant reinforcement or praise is also an essential part of the instructional technique, while overt attention to errors is minimized.

Requirements Minimum staffing: part-time director/supervisor and tutors. Tutors may be teacher's aides, adult volunteers, or older student. Physical facilities: quiet, well-lighted tutoring site with side-by-side seating at desk or table for tutor and student. Materials: set of basal readers, preferably same as used in classrooms; Tutorial Kit for each tutor; Supervisor's Manual for each supervisor. Training: approximately 30 hours total during school year. Initial training by D/D's after start-up year. PTR can be implemented by single schools or entire school districts.

Costs Personnel: approximately 98% of budget, depending on project size and number of tutors, unless tutors are volunteers. If tutors are teacher's aides and supervisors are part-time Title I teachers or reading specialists, local wage scales will apply. Materials: PTR Kits ($50 average, one kit per teacher with five-year use expectancy). Training: cost to adopter varies with number of days and trainers.

Services Awareness materials are available at no cost. Audiovisual materials are available on loan (return postage must be paid). Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site or adopter site (costs to be negotiated). Implementation information in Supervisor's Manual is keyed to PTR component in basal series. Follow-up technical assistance is available (costs to be negotiated).

Contact ***Phillip Harris, Dir.; Prog. Tutor. Reading Res. and Dev. Center; Indiana University; 2805 East 10th St.; Bloomington, IN 47405. (812) 337-6756. Susan Ward, Director; Prog. Tutor. Reading; Davis Sch. Dist.; 45 E. State St.; Farmington, UT 84025. (801) 451-1117.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-17 (3/18/74)

PROVISO READING MODEL. A program of structured sequential activities for language arts, mathematics, and science courses to remedy serious reading problems among students in grades 9-12.

Audience Aproved by JDRP for grades 9-12.

Description The Proviso Reading Model is a four-year program. Ninth-grade students identified as disabled readers enroll in the program's Level I courses in English, general science, and math fundamentals. In tenth, eleventh, and twelfth grades, students who have not yet developed the skills required to enter one of the district's nonremedial English curricular sequences are enrolled in program courses for Levels II, III and IV. The Proviso Reading Model is based on four convictions: that poor readers can improve, even in high school if reading is a major thrust of the total curriculum; that a sound high school reading program must be based on a definition of reading as a thinking skill; that the skills that make up what is generally defined as reading (linear reading) may be learned through carefully devised visual literacy (media reading), composition, oral communication, mathematical computation, language, and listening activities within courses in English, science, and mathematics than in pull-out tutorial or remedial activities not part of the regular curricular offerings; and that materials and strategies attractive enough to make reluctant students excited about learning do exist. The organization of Level I allows for a variety of teaching strategies. Activities can be directed by a single teacher with a general background in language, composition, and reading. If there are enough students, the course can be taught by a team of three teachers, each of whom directs the activities of one specific area—reading, media, or composition. Math and science are taught by regular classroom teachers using materials devised by district reading specialists. In Levels II, III and IV, students continue to develop linear and visual reading skills while applying these to the development of skills in composition, speech, and media. A curriculum guide, with single copies of all instructional materials, is available for each level.

Requirements A successful adoption requires no specialized facility nor additional staff. It does require active administrative support and staff members with demonstrated concern and interest in the teaching of reading (if no academic background). Above all, staff members must be willing to use highly structured sequential materials. Adopter school needs will determine the number of training days (1-3) and follow-up meetings.

Costs Curriculum guides for each course cost $50.00 per copy. A wide variety of commercially available materials may be used. Adopter assumes the cost of releasing staff for training and follow up. (Costs for trainer's travel and per diem can be negotiated.)

Services Awareness materials in limited quantity are available at no cost. Visitors are welcome at demonstration site by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at adopter site or at demonstration site (costs to be negotiated). Follow-up and assistance with evaluation are available to adopters (costs to be negotiated).

Contact ***Dale Crawford, Project Director, or Mary Lou Crawford, Project Coordinator; Proviso Township High Schools, District No. 209; 807 S. First Ave.; Maywood, IL 60153. (312) 344-7000, ext. 200 or 304.***

Developmental Funding: USOE ESEA TITLE IV-C

JDRP No. 80-9 (6/17/80)

PSYCHOMOTOR LEARNINGS FOR ACADEMIC YIELDS (Project PLAY). Perceptual-motor and/or cognitive activities conducted by teachers and parents to increase children's reading readiness. Approved by JDRP for pre-kindergarten through grade 1.

Description This program is based on the assumption that psychomotor deficiencies (which may be due to poor socioeconomic backgrounds) will interfere with learning, especially beginning reading and must be either prevented or corrected. Pre-kindergarten, kindergarten, and grade 1 children participate in teacher-directed perceptual-motor and cognitive activities based on a project-developed diagnostic/prescriptive curriculum guide. Gross and fine motor activities combined with cognitive learnings such as shapes, colors, and letter and word recognition help the child transfer sensory experiences to conceptual meanings. Teachers are trained in diagnostic procedures, methods of combining perceptual-motor and cognitive instruction, and preparation of learning environments that encompass gross and fine motor and cognitive-related learnings. In addition, parents are given a training handbook and special activity packets intended to help them understand some basic principles of child development. These packets describe techniques that parents can use to teach their own children. Involvement of the local community is an important aspect of the program. Community agencies (the mental health department, the swimming staff at the YMCA, groups of elderly people, the local library and a speech and hearing clinic) would be helpful at any adopting site. Project students have included special education children (15 percent), with the remainder coming from the regular school population. The project has a similar program for preschoolers.

Contact *Evelyn Murray; Bristol Virginia Schools; 222 Oak St.; Bristol VA 24201. (703) 669-8181.*

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 79-38 (4/22/80)

PROJECT R-3: Readiness, Relevancy and Reinforcement. A motivational basic skills program that interrelates the reading and mathematics curricula through gaming/ simulation activities involving career awareness.

Audience Aproved by JDRP for students of all abilities, grades 7-9. This program has also been used with elementary, high school, and alternative school audiences.

Description Project R-3 was jointly designed in 1967 by the San Jose Unified School District and the Education Systems Organization of Lockheed Missiles and Space Company with the help of consultants from San Jose State University. Its competency-based curriculum interrelates reading and mathematics and supplies reinforcement through gaming/simulation, intensive involvement (a three-day study trip), parental involvement, and an inservice training program for staff development. The main objective of Project R-3 is the upgrading of essential reading and mathematics skills. By deeply involving the students in classroom games and simulations, the program seeks to motivate them to achieve in learning experiences: to make them ready to learn, to make learning relevant, and to reinforce positive attitudes and behavior.

The project utilizes the diagnostic/prescriptive individualized approach in reading and math. Reinforcement of skill areas is provided through gaming/simulation activities that involve team learning, the decision-making process, and career awareness development.

Requirements Reading and mathematics teachers should have a knowledge of the diagnostic/ prescriptive approach to individualized instruction. Teachers must be receptive to team planning. All staff should develop expertise in gaming/simulation. Aproximately 50 hours of inservice work are accomplished by each staff member in a given year.

Costs The basic materials of a secondary-level reading program can be utilized. Specially prepared math contracts cost approximately $150 for a complete set of masters which can be duplicated. A complete set of consumable math contracts for 250+ students can be purchased for $6.00 per set ($.21 per contract). Eighteen simulation booklets containing teacher guide and student materials cost $8 per book. Other costs: reproduction of gaming/simulation activities and contracts; secondary instructional aides.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site (costs to be negotiated). Training is also available at adopter site (trainer travel and per diem must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Pauline E. Perazzo, Director; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or 1112.***

Developmental Funding: State USOE ESEA Title III

JDRP No. 74-13 (2/20/74)

READING ACHIEVEMENT PROGRAM (RAP). A pull-out remedial program to supplement reading instruction. Approved by JDRP for educationally disadvantaged students grades 2-5.

Description To help students overcome difficulties in word analysis and vocabulary skills and to learn basic and special comprehension skills required in content area subjects, eligible students are scheduled into learning centers and provided instruction through a diagnostic/prescriptive system. Scheduling students is a cooperative effort of the Chapter I teacher and the regular classroom teacher that insures daily instructional sessions without interruption of classroom reading or supportive instructional electives, and no more than one interruption weekly of all other major subject areas. Classroom teachers provide Title I students with all classwork that will be missed when attending the learning center sessions. The Chapter I teacher incorporates pupil needs revealed in the classroom with needs diagnosed in the center to promote maximum learning transfer. Using a composite analysis of several criterion-referenced achievement tests, an Individual Reading Profile is developed for each student. Behavioral objectives are used to formulate a prescription to meet the interest and needs of each pupil. A Cross-reference Guide, developed by Chapter I teachers, supplies information on materials available in every center to be used in remediation of a stated skill. Each RAP Learning Center is staffed with a certified reading specialist and a teacher aide who serves about 62 pupils in thirty minute sessions; teach/pupil ratio 6/1.

Contact Mrs. Evelyn F. Prattis; Reading Achievement Program; 500 West 9th Street; Chester, PA 19013. (215) 447-3860.

Developmental Funding: USOE ESEA Chapter I

JDRP No. 81-28 (10/21/81)

READING AND CONTENT-AREA RESOURCE CENTER (ReCaRe). A secondary developmental reading and study skills program designed to "recare" about the reading and study skills of all ability students.

Audience Approved by JDRP for students, grades 10-12, with reading skills ranging from upper elementary to college.

Description ReCaRe is a secondary reading and study skills program which serves the reading and study skill needs of all ability students. It is not a remedial program. The instructional program is a one-semester course based on an individual educational plan that provides for group instruction one day a week and individualized instruction during the remaining four days. Students in the program rotate through four skill areas—reading comprehension, vocabulary, reading rate, and study skills. Based on the results of diagnostic tests and a student statement of need, an individual educational plan is developed for each student. Students are responsible for developing a more extended vocabulary, increasing reading rate, completing appropriate study skills units, and developing comprehension skill. Students are assigned materials relevant to their needs and interests at appropriate reading levels, thereby providing maximum opportunity for success. Throughout the semester, students record and evaluate their work daily and are evaluated by the teacher each week both orally and by a point system. At the end of the term, students are posttested using the Stanford Diagnostic Reading Test and other instruments. The main objective is to help all students become efficient, independent learners prior to leaving the secondary school.

ReCaRe's study skills units include time managment, SQ3R study method, notetaking skills, test taking skills, library and research skills, and a summary unit which integrates all of the study skills which students have practiced in the semester course.

Requirements This program can be implemented and conducted by existing staff, specifically one classroom teacher, preferable reading or English and an instructional aide. Since ReCaRe is a semester course, some scheduling revisions may be necessary. Personnel must complete two days of initial training either at the original ReCaRe site or at the adoption site.

Costs Cost per child based on 300 students is $25.66; recurring costs are $1.17. A wide variety of commercially available and project produced study skill and management materials are used by students. Teacher costs include a copy of the replication training manual, a 700 page notebook which includes all the project produced study skills and management materials.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at the project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site or at the adopter site (cost to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Patricia S. Olson, Project Director; ReCaRe Center; Henry Sibley High School; 1897 Delaware Avenue; West St. Paul, MN 55118. (612) 681- 2376.***

Developmental Funding: USEO ESEA Title IV-C

JDRP No. 82-22R (2/25/83)

READING EDUCATION ACCOUNTABILITY DESIGN: SECONDARY (READ:S)

Audience Approved for students, grades 7-12.

Description Through the use of teacher-developed instructional modules and/or computer-assisted lesson designs, this program emphasizes student mastery of a hierarchy of 60, adult-level reading skills. Project READ:S teachers instruct/reinforce essential reading skills on a daily basis by delivering the content of their subject matter courses in the formats of Project READ:S lesson-design modules. The program integrates four components: instructional, which emphasizes direct skills instruction by language arts/English teachers; reinforcement, which provides for mastery of the priority reading skills in all content-areas; in-service, which focuses on both the content and processes of instructional delivery; and, a computer-assisted component for schools utilizing computer technology in management and instruction.

Teachers receive a minimum of three days of in-service training in the construction, application, and evaluation of teaching/learning modules. Using the results of a criterion-referenced test, teachers are able to determine individual reading skill proficiencies and/or deficiencies. The language arts teacher then structures his/her curriculum for instruction. In addition, content-area teachers use the test's scope and sequence to construct teaching/learning modules in vocabulary, comprehension, and study skills. Students are required to successfully complete a minimum of one vocabulary, one comprehension, and one study skills module in each unit of instruction. It is the cumulative effect of using reading skills in each academic discipline that is the thrust of this program.

Coeur d'Alene's eighth grade reading achievement test scores jumped from the 48th percentile to the 80th percentile in a three year period of using Project READ:S.

Requirements A three day preadoption in-service workshop is necessary. Project aides are helpful but not essential for replication of this project.

Costs Cost for replicating Project READ:S will vary according to the location of the adopting site, the number of personnel to be trained, and the number of students to be served. Three days of trainer's time, plus travel and per diem. Training manual, $25. Optional computer packages are $75 per set. The complete computer component is $140.

Services Awareness materials are available at no cost. Visitors are welcome at the project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Mrs. Lynn Dennis, Project Director; Coeur d'Alene School District No. 271, 311 N. 10th Street, Coeur d'Alene, Idaho 83814. (208) 664-8241.***

Developmental Funding: JDRP No. 83-4 (2/25/83)

READING/ENGLISH ROTATION PROJECT. A rotating clasroom approach to teaching reading/language arts skills to students working below grade level.

Audience Approved by JDRP for grades 7-9. It has also been implemented in K-12.

Description An organizational pattern was designed to take into account the characteristics of the students and to identify and meet their individual needs. Students are divided into small, flexible groups of six to 10 which move from station to station. Different materials and activities at each station are specifically planned to build a success pattern for the individual child. A rotation group consists of 60 children. Each group of 20 moves to three different classrooms during a two-period time block of approximately one hour and 30 minutes. One classroom is equipped as a reading laboratory where basic reading skills are emphasized. A second classroom reinforces reading skills through various reading activities selected to provide sequential development of skills. In the third classroom, the English teacher again reinforces the reading skills through various English/reading skill exercises and through the language-experience approach to reading. This is a team-teaching approach that emphasizes the integration of the basic communication skills as opposed to the "pull-out" model.

Requirements Two teachers, one lead reading teacher, and up to four paraprofessionals are desired. This staffing equals one rotation and/or 60 students, which equals three classrooms. Materials already found in most schools are used. Three days of staff development training are required.

Costs $15 per student, excluding personnel on-going cost.

Services Awareness materials are available. Visitors are welcome October through April by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Marcelyn Hobbs, Program Director; Reading/English Rotation Project; P.O.Box 475; Thomson, GA 30824. (404) 595-7339.***

Developmental Funding: USOE ESEA Title I

JDRP No. 35 (4/4-5/73)

PROJECT READING IMPROVEMENT. A laboratory and tutorial project attacking the problem of reading deficiencies of children in grades 1-8. Approved by JDRP for grades 2-8.

Description One-to-one instruction is provided by six tutors for first-graders who are having the most difficulty. Reading improvement laboratory experiences are provided for eligible children, grades 2-8. Each of the 11.5 reading laboratories is staffed by a specially trained reading teacher and a paraprofessional assistant. Each professional is a certified reading teacher. Only children whose standardized reading test scores are well below norms established for their age levels are selected as participants. Children are drawn from the regular classroom for 45 minutes of laboratory instruction each day. Laboratory periods are scheduled so they do not conflict with the child's reading instruction in the regular classroom. Each lab consists of small groups of 10 or fewer so that much individual instruction can be given. The standard reading lab is divided into three parts: the first is usually for small-group work in word analysis, the second is for reading specific material listed on a student's folder, while the third is for individual work designed to meet individual needs. Children's reading skills in 277 separate areas are diagnosed, and prescriptive instruction is provided to correct deficiencies. Standardized diagnostic tests and informal reading inventories are administered to each child at intervals throughout the year. Primary emphasis is on comprehension, but vocabulary, speed and accuracy are also stressed. High interest materials and techniques prevail.

Contact *R. J. Claybrook, Assistant Superintendent-ECIA Chapter I Director; P.O. Box 1239, Burgaw, NC 28425. (919) 259-2187, 2188 or 2633.*

Developmental Funding: USOE ESEA Title I JDRP No. 74-103 (10/18/74)

READING—INDIVIDUALIZED REMEDIAL LABORATORIES. MATH—INDIVIDUALIZED REMEDIATION. A project designed to provide continuous diagnosis of student needs and daily prescriptions for learning improvement. Approved by JDRP as a reading program for children ages 6-18.

Description The reading laboratories have been developed for high concentration on improving of basic reading skills. A reading laboratory staffed by one special reading teacher accommodates 80-120 students daily for the entire school year. Each student's daily prescription includes two or more activities designed to meet his/her needs. Students' prescriptions include programmed and self-instructional materials purchased from a variety of vendors or developed by both consultants and project teachers. Emphasis is placed on inservice education, focusing on cognitive reading skills and on the management and use of individualized instruction in the classroom. Inservice education is provided through workshops, consultant classroom visits, and local supervisory service and support. The mathematics program provides systematic remedial instruction in areas of individual student weaknesses. A teacher works with 80-120 students daily in a specially equipped classroom. The mathematics laboratories focus on carefully selected essential concepts, skills and applications with number ideas and computation; an individualized approach to the instruction; a meaningful approach to learning content; careful monitoring of student achievement; and teacher guidance in a supportive atmosphere.

Contact *Virginia Morgan; Reading Laboratories; Dougherty County School System; P.O. Box 1470; Albany, GA 31702. (912) 436-6544.*

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS). A team-approach program to improve reading achievement and self-concept of reading-disabled students. Approved by JDRP for pupils grades 1-4 reading below grade level. This program has also been used in other settings with pupils in grades 5-12.

Description The RIPPS project is a team approach involving classroom teachers, reading specialists, guidance personnel, special services, and parents to improve reading achievement and self-concept of disadvantaged students. The thrust of the program is to identify the child in need of service, diagnose the child's problems, develop an individualized educational program to alleviate the problems, and continually evaluate the child and the program. Through a team effort, the child is made to function more efffectively. The project's main component is a reading services program that serves students directly through individual and small-group remedial instruction and indirectly through a consultant service to their classroom teachers'and parents. Each program participant is evaluated by a guidance/social worker team with output to remedial reading and classroom teachers. In cases where initial evaluation finds that an in-depth evaluation is necessary, the services of a consulting psychological/psychiatric team are employed.

Another important component is total parent involvement, including regularly scheduled parent-teacher conferences, formalized 10-week parent study groups, and parent counseling. The project attempts to identify educationally disadvantaged students as early as possible by providing, together with the school department, an early-identification program.

Contact ***Michael W. Mello, Director of Instruction; Portsmouth School Department; Portsmouth, RI 02871. (401) 683-1739.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-124 (12/16/74)

PROJECT READ-WRITE. A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.

Audience Approved by the JDRP for grades 4-6. This program has also been used in grades 2-3 and 7-12 and in special education, ESL, and content-area classes.

Description Project Read-Write is designed to be consistently applied by the classroom teacher to augment the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions—specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom.

The prescriptions encourage students to react holistically to a reading selection and to incorporate within the activities their own ideas, experiences, perceptions, and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the Project Read-Write Resource and Instructional Manual according to the major objective and level of difficulty.

The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

Requirements Project Read-Write can be adopted within a single school or by an entire district. A variety of adoption patterns can be considered. Teachers and administrators attend a two-day intensive workshop, during which they receive instruction on how to conduct the Read-Write program. Each teacher and administrator must obtain a copy of the PROJECT READ-WRITE RESOURCE AND INSTRUCTIONAL MANUAL. Adopters agree to evaluate the impact of the Read-Write program and furnish a copy of the evaluation report to the project.

Costs Adopter assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopter assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. Resource and Instructional manual: $20 per copy.

Services Awareness materials are available free. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs) and at adopter site (costs to be negotiated). Follow-up consultations and visits are available. Visitors are welcome at project site by appointment.

Contact ***Frederick McCarthy, Director; Board of Education; 2 Cedar Street; Newark, NJ 07102. (201) 242-2451.***

Developmental Funding: USOE ESEA Titles III and IV-C. JDRP No. 80-30 (11/25/80).

THE RESPONSIVE EARLY CHILDHOOD EDUCATION PROGRAM (RECEP). A program of language, mathematics, and problem-solving for children in grades K-3. Approved by JDRP for children, grades K-3.

Description The Responsive Early Childhood Education Program is currently serving 1,100 children, grades K-3, who meet Follow Through and/or Headstart eligibility. An additional 550 children receive Responsive Education instruction as a result of their placement in Follow Through classrooms. The goals are to increase children's learning of the basic skills of language and mathematics and of problem-solving abilities; to stimulate the development of positive attitudes toward learning; and to foster culturally pluralistic attitudes and behaviors.

Special attention to the improvement of basic skills has characterized the Goldsboro project since its inception. Distinctive features include a basic skills personalized instructional program using trained volunteers and comprehensive test results.

RECEP is based on the belief that all children have an accumulated learning base upon which additional knowledge and skills can be developed. The evaluation component of this program provides the teacher with specific information for each child that describes his/her strengths and weaknesses. Individual student needs are assessed, and standardized test scores are regularly compared with those of children elsewhere in the country.

Contact ***Winnie D. Brewington, Director: The Responsive Early Childhood Education Program; Goldsboro City Schools; P.O. Box 1797; Goldsboro, NC 27530-0038. (919) 734-0561.***

Developmental Funding: USOE Follow Through

JDRP No. 77-154b (2/4/81)
Recertified (4/85)

SCHOOL VOLUNTEER DEVELOPMENT PROJECT. A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

Audience Approved by JDRP for students in grades 2-6 who are functioning one or more years below national norms in reading and mathematics. It has also been used in grades K-1 and 7-12.

Description The School Volunteer Development Project includes an overall plan for a delivery system of volunteer services and the accompanying support materials, recruitment procedures to generate a resource pool of volunteers, training for volunteers and teachers who use these services, and evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers is provided in addition to inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning-disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two adminstrative reference books, handbooks, and training materials (one filmstrip-tape) for training volunteers, teachers and administrators. Three training modules with tapes, a course outline for cross-age tutor training, and two additional reference books are offered as optional items.

Requirments The basic requirements for adoption are that a school or district purchase the project materials, appoint a person (staff or volunteer) to coordinate the program, provide training for that person in the implementation of the program, and operate the program in at least one school for one year.

Costs Based on a paid coordinator, the total per-pupil cost per school year is $2.25 ($.31 for start-up, $ .38 for management, $1.56 for operation). This cost can be reduced to approximately .70 if the adopting school or district uses a staff member or volunteer to coordinate the program.

Services Awareness materials are available at no cost. Visitors are welcome at project site on the third Thursday and Friday of each month. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid). Training is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Johanna Goetz, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-79 (12/18/75)

SEAPORT: Student Education Assuring Positive Organized Reading Techniques. A program applying school-based and home/school liaison approaches to remedial reading problems. Approved as a remedial reading program for students in grades 2-3 and 6-12 who are at least one year below grade level.

Description Project SEAPORT is a remedial reading program that provides Chapter I (formerly Title I) students, grades 1-12, with individualized prescriptive instruction in the classroom setting and in a pull-out resource learning laboratory. A skilled reading specialist works with students who have been identified as most in need of remedial services. The program places a strong emphasis on reading activities within content areas. Project success is enhanced by cooperation between the reading specialist and classroom teachers. The specialist provides regular consultant services to teachers. Staff development is a major component of the program. Inservice training is provided for the reading specialist and classroom teachers. Student progress is assessed each year using pre- and posttest scores on standardized achievement tests. Quarterly monitoring and annual needs assessment are integral parts of the annual evaluation. Project SEAPORT activities enjoy a high level of parent/community involvement. Involvement is enhanced by frequent parent-teacher conferences, frequent dissemination of information on project activities to the community, and an annual needs assessment. Subsequent to receiving JDRP approval, Project SEAPORT instituted educational interventions for children prior to entering school. Pre-kindergarten youngsters, identified by home/school liaison staff as having developmental lags, receive instruction and remediation in specific skills.

Contact ***Mary C. Macioci, Project Director; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office, Mary St.; Newport, RI 02840. (401) 847-2100, ext. 40.***

Developmental Funding: USOE ESEA Title I

JDRP No. 29 (4/9/73)

STUDENT TEAM LEARNING. A set of instructional techniques placing students in four- or five-member heterogeneous learning teams to master basic skills.

Audience Approved by JDRP for students grades 3-12.

Description Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The student's quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials alone. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

Requirements Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training followed by workshop training (two days). If TGT's published curriculum materials are used, no teacher development of materials is required.

Costs Basic starter kit for use with teacher-made worksheets and games is available for $5. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language arts, grades 3-8, 100 objectives, $40; 20 usage objectives, $20. Mathematics, grades 3-8, 20 basic objectives per grade level, $20 per grade level.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings, and/or training at the adopter site. The cost for this service is $250 per day plus expenses. Training is conducted at the project site at a cost of $50 per person per day. Implementation and follow-up services are available to adopters ($250/day).

Contact ***Barbara A. Bennett, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.***

Developmental Funding: NIE

JDRP No. 75-81 (75), 78-199a (79)
79-12 (4/17/79)

PROJECT SUCCESS ENRICHMENT: A program to enrich the education of intellectually and creatively gifted students.

Audience Approved by JDRP for gifted and talented students, grades 2-8.

Description 1Special enrichment activities are provided for students in grades 2-8 with exceptionally high ability in the areas of language arts and art. Students are grouped in enrichment classes of 15 or fewer students per section. (This can also be accomplished within a regular classroom setting). Enrichment classes meet 2 hours per week. The participants are not relieved of their regular classroom assignments although if the pullout model is used, they are excused from regular classroom attendance to participate in the program.

Enrichment centers are supplied with project curriculum materials, equipment and staff. Lessons are presented in a hierarchical sequence from skill awareness through skill acquisition, skill mastery, skill application, to skill transfer. At the skill application level, elaboration, originality, divergent thinking, and problem solving are stressed.

The language arts curriculum includes (l) Imagery (similes, metaphors, and personification), (2) Vocabulary (descriptive adjectives and work expansion), (3) Sentences (order, types), (4) Literature (Newberry Award winners, Literary Analysis), and (5) Format (organization, editing, theme). Upon mastery of these topics, Learners study in-depth, various types of poetry and short story writing and transfer their literary knowledge to a variety of integrated projects. Both oral and written communication skills are stressed through various teaching strategies. The curriculum is embodied in six packets (four years of instruction): Introductory, short story, poetry, drafting and editing, literature books and projects, and evaluation.

The art curriculum emphasizes drawing, painting, and clay work. After completing skill awareness and skill acquisition activities, students embark on individual projects.

Requirements Implementation requirements include: Identification of instructors; instructors and principal participate in one-day inservice; identification of students; acquisition of curriculum; pre-testing; instruction; two-day follow-up (principal); and post testing.

Costs Adopters pay travel and per diem costs for one trainer. Twenty-thirty persons can be accommodated in one training session. Adopters purchase training and curriculum manual for $100. At least one manual per school is required. One manual per instruction is desirable.

Services Visitors are welcome at any of our demonstration sites by appointment. Project staff are available for awareness and training sessions and for follow-up and evaluation services. Interested schools may make application for these services. Applications are available upon request. Project brochures and secondary awareness materials are available upon request.

Contact ***Carolyn Gaab-Bronson, Project Success Enrichment; 7249 Capitol Blvd. S.; Tumwater, Washington 98501. Phone (206) 352-0922.***

Developmental Funding: ESEA Title III and IV-C

JDRP No. 83-6 (3/4/83)

A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION (SAII). A systematic instructional program in reading and mathematics.

Audience Approved by JDRP for students of all abilities, grades 1-6. It has also been used in other settings with grades 7 and 8.

Description SAII has developed crierion-referenced tests and learning modules for 155 reading skills (e.g. readiness, phonics, syllabification, and structural analysis) plus 200 criterion-referenced tests and learning modules for the computational skills of mathematics.

The project has also developed sets of teacher questions and student worksheets to accompany over 400 paperback books (e.g., Profiles in Courage, Henry Huggins, Little Red Hen). Each set of questions has been divided into lessons with each lesson having questions on five levels of comprehension: recall, interpretation, extrapolation, analysis, and evaluation. A set of two handbooks is available to help the teacher manage the component parts. The program can be adapted to the areas of diagnosis (criterion-referenced—math and reading) or basic skill development (learning modules in reading and math or comprehension components of reading).

Requirements A one- to three-day preadoption workshop is required. Consultant help is available at cost. SAII is implemented by the regular classroom teacher. The reading component requires two teachers, the math component, one. Master tapes—available for reproduction—are required for the reading component.

Costs Print-ready set of project materials is available at cost. Diagnostic tests: reading, $20; math, $24. Learning modules: reading, $70, math $120; comprehension questions, $165; games to accompany reading learning modules, $20.

Services Awareness materials are available. Visitors are welcome October through March. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Charles L. Barker; Josephine County School District; 706 N.W. "A" St.; Grants Pass, OR 97526. (503) 476-1484.***

TEAM ORIENTED CORRECTIVE READING (TOCR). A referral corrective reading program for grades 2-6. Approved by JDRP for grades 2-6.

Description Wichita's Team Oriented Corrective Reading program is a large-scale supplemental remedial reading program operating in the city's Chapter I target public elementary schools, and eligible parochial schools. Instruction is diagnostic, individualized within ad hoc groups of pupils, and correlated with the classroom reading program. Correlation is achieved through use of the Wichita Management System for Reading (including Behavioral Objectives, Student Reading Record Card, and Class Criterion Test Record). Long-range program goals are to improve basic reading skills, use of library media, and pupil attitudes and work habits. The six phases of the program (identification, screening, diagnosis, scheduling, instruction, and evaluation) and its team-oriented philosophy are delineated in the handbook *Team Approach to Reading Success.* The handbook and the Process and Performance Objectives are integral parts of the program; they describe the roles of the different team members and suggest timetables for program activities. Based on research results over a number of years, an eclectic approach, using multilevel, multimedia materials, is emphasized; however, four systems (EDL's Listen, Look and Learn, Hoffman, Psychotechnics, and Random House High Intensity Learning) are operational and may be observed in this urban setting. Evaluation results are based on the Iowa Test of Basic Skills based on spring to spring testing. The total gain was 216 NCE for 1984-85 which compares favorably with results of the national reading studies. Sixty percent of all participants met or exceeded the NCE objective.

Contact ***James G. Howell, Director; 1847 N. Chautauqua; Wichita Public Schools USD 259; Wichita, KS 67214. (316) 268-7764 or -7871.***

Developmental Funding: USOE ESEA Title I

JDRP No. 28 (4/4-5/73)

TRAINING FOR TURNABOUT VOLUNTEERS. A cross-age tutor-training program that prepares students in grades 7-9 to serve as reading or math tutors with students in grades 1-6 who are achieving below grade level. Approved by JDRP for tutors in grades 7-9 to tutor grades 1-6.

Description The Training for Turnabout Volunteers (TTV) project includes an extensive multimedia training program as well as an overall plan for a delivery system for cross-age tutors. As the training program is structured, students in grades 7-9 participate in a total of 26 training sessions which provide them with tutoring skills and strategies that can be applied within the tutee's basic skills curriculum. The training program is divided into three mini-courses: General Volunteering Skills (GVS), Tutoring in Reading, and Tutoring in Math. Each mini-course consists of a series of videotaped lessons for initial concept development, mini-paks (workbooks) with practice and extension activities for the tutor, and reinforcement activities that can be used by the tutors with their tutees. After preservice training in the GVS mini-course, students attend inservice training in the reading or math mini-course once a week and tutor four times. The TTV delivery system for cross-age tutors includes procedures and support materials for recruiting, screening, and placing cross-age tutors, training for the teachers who direct their activities, and strategies for monitoring and evaluating the program. The TTV project is transportable and easily adoptable since it requires no special staffing, facilities, or curriculum. TTV is used in conjunction with the adopting school or district's reading or math program and can be dovetailed into the school's program as an elective or extra-curricular activity.

Contact ***Johanna Goetz, Coordinator; Training for Turnabout Volunteers; Dade County Public Schools; 1410 N.E. Second Ave.; Miami, FL 33132. (305) 371-2491.***

Developmental Funding: USOE ESEA Title IV-C and Local

JDRP No. 81-11 (6/2/81)

TRENTON FOLLOW THROUGH: Behavior Analysis Approach. A complete program in the basic skills of reading, arithmetic, handwriting, and spelling. Approved by JDRP for students of all abilities, grades K-3, and their parents, especially from low-income families.

Description The Follow Through program uses a wide array of systematic techniques involving the precise use of positive reinforcement to attain clearly stated instructional objectives. The program introduces reading, arithmetic, handwriting, and spelling at the kindergarten level and emphasizes the continued mastery of these skills through the third grade. Augmented classroom staff, including a certified lead teacher, a teacher's aide and a parent educator, allow for small-group instruction. Programmed instructional materials are used to enable each child to progress at his or her own maximum rate. A high level of motivation is maintained with a token and contract system used by all members of the teaching team. The curriculum materials used in the Trenton program have been selected for their capacity to accommodate a continuous-progress monitoring system. Parents are involved in the Trenton program as classroom instructional personnel and as participants in the Policy Advisory Council. Parents are invited to become an integral part of their children's education. As parent educators, their primary instructional duties focus on the teaching of handwriting and spelling (for a five-month term). Each parent educator participates in a five-day training sequence. School Nurse Practitioners provide a complete health history, physical assessment, hematology studies, and dental and vision screening, with follow-ups to each child enrolled in the program.

Contact ***Dorothy N. Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2876.***

Developemental Funding: USOE Follow Through JDRP No. 77-139 (8/26/77)

PROJECT UNDERSTAND: Arlington's Chapter I Program. A program to help strengthen reading, language, and math skills in children in grades K-8 scoring at or below the 40th percentile in reading and language arts and math for whom a supplementary learning experience best meets their academic needs.

Description A fundamental aim of this program is to help strengthen reading, language, and math skill development in K-8 target children. A weighted student checklist is used to identify those students who will participate in the program. Participating students come to a center for 150 minutes of instruction per week. Students are seen on a one-to-one basis if their needs require it, but the majority are seen in small groups (up to six) to encourage collaborative learning and interaction. Although the evaluation design for the project is tightly structured, the staff is humanistic in its approach, working from students' strengths rather than weaknesses. Centers appear informal and are run on a workshop basis enabling individual progress and small-group activity to flourish simultaneously. Staff are allowed great latitude in the decision-making process, not only when writing the project, but also when ordering instructional materials for the individualized needs of their students and schools. An orientation precedes each regular school year program. Regular staff meetings (where staff exchange instructional strategies) and inservice sessions are held two afternoons per month, when all students are released early. The program works to increase parental involvement, thus fostering collaboration and understanding between school and home life.

Contact ***Jane E. Faley, Chapter I Director; Arlington Public Schools; 869 Massachusetts Ave.; Arlington, MA 02174. (617) 646-1000, Ext. 3143.***

Developmental Funding: USOE ESEA Title I JDRP No. 74-121 (12/16/74)

VRP: Reading Power in the Content Areas (Vocational Reading Power). A staff develop- ment inservice project designed to assist content area teachers to assist student acquisition of content knowledge by the use of applicable reading skills.

Audience Approved for vocational students grade 10. This program has also been used in other settings at the postsecondary level and in junior and senior high nonvocational programs.

Description VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities, requirements and printed instructional materials. The goals of the project are: to assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content: to provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first objective; and to increase student learning of content.

The program consists of interrelated components. Student assessment component trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Materials assessment provides teachers with the knowledge and tools, both manually and by computer, to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and im- prove use of the print materials to fit students' reading abilities. The vocabulary development, comprehen- sion, and study skills components focus on practical activities that teachers can incorporate into the total cur- riculum. The ongoing in-service component provides basic strategies and procedures through fifteen "Read- ing in the Content Area" Modules and additional resource materials. Thirty-two occupationally specific key word glossaries are available for students.

The project has proven to be effective in raising content teachers' consciousness reagarding the reading re- quirements of course material. Students have shown gains in general reading skills as well as in content acqu- isition when teachers incorporate reading strategies into content teaching activities. The project is effective for all students, but, particularly, for those reading below grade level.

Requirements A minimum of one staff person with a background in curriculum development and/or re- ading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants (if available) is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting one to three days, depending upon the needs of the adopting district. Staff development time should be provided. Computer resources should be available.

Costs No new equipment or staff are required. Cost of optional individual Key Word Glossaries varies. Adopters of this component may purchase glossaries for each student for classroom reference. Cost of in- dividual Reading in the Content Area Modules varies; entire set of 15, with supplementary texts, under $400. Adopters of this componenet typically purchase a minimum of five modules and a maximum of one complete set. Training manual: Currently $15 each, on per participant required. (Prices subject to change.)

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites. Project staff are available to attend awareness meetings (costs to be negotiated). Training is conducted at adopter site (all expenses must be paid, including travel and trainer fee). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact ***Carol Burgess; The EXCHANGE; 110 Pattee Hall; University of Minnesota; Minneapolis, Min- nesota 55455. (612) 376-5297.***

Developmental Funding: USOE ESEA Title III JDRP No. 85-9 (3/15/85) Recertified (3/85)

WESLACO INDIVIDUALIZED READING/LANGUAGE ARTS INSTRUCTION AND STAFF DEVELOPMENT (WILASD). A reading program designed for minority and/or bilingual elementary school pupils.

Description WILASD has two key elements. The first element, instruction, is unique in that each student, reader or non-reader, begins individual reading instruction at a success level the day of entrance into school. The non-reader begins with a story which uses the child's name and one vocabulary word from the first preprimer of whatever reading series is in use. One-word vocabulary stories are used through the primer level to ensure that students requiring a slowly paced program can progress daily, and students who are average or accelerated may have practice material available to them. Another unique facet is that the vocabulary of the reading series is used to construct reinforcement activities in spelling, composition, closure, main idea, inference, sequence, vocabulary, fact/opinion, and other areas. Phonics, taught in small groups, utilizes an approach which initiates multi-syllabic instruction when a student has learned a few consonants and one short vowel.

The second element, staff development, features a teacher-leader or principal who assists students and teachers in the areas of diagnosis, prescription, instruction, reinforcement and management. The program is especially useful in areas where substantial numbers of students follow migratory work with their parents. Over a four-year period of development, students participating in the program have scored significantly higher (p .05)as measured by the Bilingual Syntax Measure, than students during the baseline year who did not participate in the program.

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Developmental Funding: ESEA IV-C

JDRP No. 83-2 (5/27/83)

Published by
The Michigan State Board of Education

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May, 1987

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Sopris West Incorporated
1120 Delaware Ave
Longmont CO 80501

TWELFTH
EDITION
1986

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